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ABSTRACT

A seminar whose purpose is to raise the professional competencies of those concerned about Adult Basic Education (ABE) by providing an overview and understanding of the major principles and practices of ABE is presented. Specific objectives include (1) to enable each class member to formulate and to defend a philosophy and rationale of ABE which is consistent with his own beliefs and with the characteristics and expectations of the undereducated adult, (2) to enable each class member to formulate and defend important criteria which must be present to have a "successful" community Adult Basic Education program, (3) to reach consensus about the fundamental principles involved in the learning process, and (4) to provide a learning environment in which the participants may design and conduct meaningful learning experiences. Full use was made of three methods of study: the class, self-directed study, and the community. The adult learning process was introduced through a presentation on an overhead projector of Havighurst's development tasks of the adult. The section on community resources was developed around a practicum experience wherein each class member was responsible to determine those resources in his community which lend themselves to an improved ABE program. (For related documents, see AC 008 318-322.) (CK)

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HEURISTICS OF ADULT EDUCATION

Courses of Study for Professional Preparation of Educators of Adults

edited by Vincent J. Amanna

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SEMINAR IN
ADULT BASIC EDUCATION

Glenn Jensen

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SEMINAR IN ADULT BASIC EDUCATION

by

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HEURISTICS OF

ADULT EDUCATION

Courses of Study for the Professional Preparation
of Educators of Adults

PART I SEMINAR IN ADULT BASIC EDUCATION

PART II SOCIOLOGY OF IMPOVERISHED LIFE STYLES

PART III PSYCHOLOGICAL IMPLICATIONS OF DEPRIVATION ON ADULT LEARNERS

PART IV ADULT TEACHING AND LEARNING

PART V METHODS AND MATERIALS IN ADULT BASIC EDUCATION

PART VI EVALUATION IN ADULT BASIC EDUCATION

FORWARD

> HEURISTICS: Serving to discover or reveal; applied to arguments and methods of demonstration which are persuasive rather than logically compelling, or which lead a person to find out for himself.
>
> Webster's New International Dictionary of the English Language

The appropriateness of the title Heuristics of Adult Education for this series may not be apparent to the reader and we should, therefore, make clear our purposes in its preparation.

Adult education in the United States is experiencing an expansion that is to some considerable extent without precedent. The tremendous changes that followed World War II were largely manifest in increases in volume, achieving essentially the same objectives as those of the first half of this century, but with larger numbers of people. However, during the past decade a rather different adult clientele has emerged and its visibility has confronted the adult educator with questions about the adequacy of his preparation as a professional. The undereducated, economically impoverished adult has waited until only recently on the periphery of social institutions. Through the convergence of a number of related, fortunate circumstances, his plight has arisen as a prominent concern of the American educational exterprise. His social and cultural devience from the parent society has proven to be the dimension which presents the actual challenge to the adult educator and in its turn to the composition of his professional preparation. He finds that the alienation resulting from prolonged deprivation is highly resistant to amelioration through the more prosaic components of graduate study in adult education.

We are confronted with the dilemma of a double problem. On the one hand the adequacy of professional training for adult educators must be caused to accomodate the new clientele. This is not viewed at this point in time, nor in this particular project as a matter of finding substitutes for parts of the professional curriculum, but rather a concern

for enlarging competencies and understandings. On the other hand, however, there are few clear indicators of precisely what should be included; what cognitive and experiential learnings are most efficacious in relation to the objectives of graduate study.

Hence, the present project is viewed as heuristic; a clear and open invitation to everyone concerned about the competence of the professional educator of adults to discover and reveal the adequacies and shortcomings of this present effort at persuasion--a persuasion that we have discovered some guideposts in the evolution of a design for a portion of graduate study in adult education. But this is also an invitation to those who would discover where further pursuit of curriculum design for graduate study will lead, and then to share their findings with those of us who have had a part in the present project.

Vincent J. Amanna
University of Colorado
June, 1970

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SEMINAR IN ADULT BASIC EDUCATION

Aims and Objectives

General Purpose

To raise the professional competencies of those concerned about Adult Basic Education by providing an overview and understanding of the major principles and practices of Adult Basic Education. This will be accomplished by drawing together major themes and philosophies of Adult Basic Education which have been derived from research and experiences pertinent to the undereducated adult and by applying these theories and philosophies to practical situations.

Specific Objectives

1. To enable each class member to formulate and to defend a philosophy and rationale of ABE which is consistent with his own beliefs and with the characteristics and expectations of the undereducated adult.

2. To enable each class member to formulate and defend important criteria which must be present to have a "successful" community Adult Basic Education program with particular reference to: a) curriculum and b) utilization of community resources.

3. To reach consensus about the fundamental principles involved in the learning process and the proper approaches for evaluating the outcomes, as these outcomes relate to adults.

4. To provide a learning environment in which the participants may design and conduct meaningful learning experiences which will lead to the accomplishment of the above objectives plus others agreed upon. Included in this environment will be practicum experiences which might enable the class member to better understand the procedures and processes of involving the hard to reach adult in an ABE program.

A Topical Outline for the Seminar in Adult Basic Education

I. Subject Matter Outline

A. The ABE Student
   1. Characteristics
   2. Contributions to the learning experience
   3. Expectations
   4. Purposes and objectives

B. A Rationale
   1. Philosophy and definitions of ABE
   2. Rationale
   3. Course objectives and sources of ABE objectives

C. History and Background of ABE
   1. Nature of programs
   2. Importance of movement to educate the undereducated adult
   3. Agencies involved in ABE
   4. Federal intervention
   5. Timeline of ABE

D. The ABE Teacher
   1. Characteristics
   2. Contributions to the learning experience
   3. Preparation
   4. Expectations

E. The ABE Curriculum
   1. Content
   2. Guides in development
   3. Suggested practices
   4. Process of revision

F. The Learning Process
   1. Basic principles of adult learning
   2. Application to ABE
   3. The teaching-learning transaction
   4. Learning theories

G. Community Resources
   1. Description
   2. Utilization
   3. Organization

H. Program Evaluation
   1. Purposes
   2. Approaches
   3. Importance

I. A Look Ahead
   1. Imperatives of ABE
   2. A way of accomplishment

Core Readings

Lanning, Frank W. and Wesley A. Many, Eds. Basic Education for the Disadvantaged Adult. Boston: Houghton and Mifflin, 1966.

Ulmer, Curtis, Teaching the Disadvantaged Adult. Athens, Georgia: College of Education, University of Georgia, 1968.

Neff, Monroe, Adult Basic Education Seminar Guide. New York: Follett Publishing Company, 1966.

Bergevin, Paul, A Philosophy of Adult Education. New York: The Seabury Press, 1967.

Methodology

This is a course designed specifically for individuals who now are, or intend to be involved in an educational setting concerned with undereducated adults. With this in mind, full use will be made of three methods of study, namely: 1) the class, 2) self-directed study, and 3) the community. Specific techniques to be used are: 1) the lecture, 2) demonstration, 3) discussion, 4) panel, 5) symposium, 6) role playing, 7) brain storming, and 8) buzz groups. Each will be utilized in a manner appropriate to the topic or subject under consideration to assist the participants to better understand the nature and conditions of adult learning, to better appreciate the undereducated adult, and to help each member relate certain methods, techniques and devices to specific learning situations.

In addition to the software listed under core readings and in the supplementary reading list, the following hardware will be employed: tape recorder, filmstrip projector, slides, overhead projector, 16mm and 8mm projectors, video tape recorder, paced reader, tachistiscope, programmed and audio tutorial devices.

The first session on the ABE student will encompass several approaches but heightened by a panel of ABE students presenting pertinent opinions and reflecting before the class. Results of the Detroit auto industry ABE program will be related to the panel presentation. Combined with this will be the practicum experience wherein each class member will interview at least three undereducated adults and bring before the group their expectations and aspirations related to education.

The second session will be concerned with an exploration and discussion of the objectives of the Seminar, sources of these objectives, getting acquainted and a strengthening of listed objectives. The week's practicum will entail each student visiting with an ABE teacher, reading and coming to the next

session with a written statement of his philosophy and definition of ABE.

The session on history of ABE will be highlighted by a lecture-demonstration by a visiting authority coupled with a programmed text exercise on adult education.

On the unit associated with the ABE teacher, utilization will be made of the video tape recorder to demonstrate the teacher-student relationship but in addition to this special consideration will be given to the following:

1. What the Teacher Brings to the Class Situation
   a. Perception about the learner
   b. Awareness of human relations
   c. Sensitivity to change
   d. Ability to repair unsatisfactory relationships

2. The Class Setting
   a. Presence of threat
   b. Physical conditions
   c. Group climate

3. What the Adult Brings to the Class
   a. Desire to change
   b. Feeling of security
   c. Perception of needs
   d. Possession of facts

4. The Appropriate Process
   a. Helping the learner become ready to learn
   b. Developing an atmosphere of freedom
   c. Evaluating outcomes

In dealing with the problem of curriculum each class member will be encouraged to develop a set of goals or objectives for the adult student at the 8th grade level. In other words, rather than presenting a curriculum guide to the class, each member will hopefully, outline the educational steps through which the adult student may progress until he reaches a certain performance level. This level will have to be defined in terms of particular competencies. The class members may want to review established guides and visit with ABE teachers but each will be expected to defend his ultimate decision.

The adult learning process will be introduced through a presentation on the overhead projector of Havighurst's development tasks of the adult. The principles of learning will then be related to these tasks and an attempt made to draw these concepts into a meaningful whole consistent with the learning theories promulgated by Getzel. Class participants will have an opportunity to demonstrate selected principles of learning and teaching on VTR.

The section on community resources will be largely developed around a practicum experience wherein each class member will be responsible, through observation and interview, to determine those resources in this community which lend themselves to an improved ABE program. The "force field analysis" will be utilized in helping members perceive the driving and restraining forces of each resource. Combined with the practicum experience will be a brief lecture-discussion on "force field analysis" and its utilization in ABE programming.

An attempt will be made to present the topic of evaluation by a practical application of the principles of evaluation to the Seminar. In other words, the Seminar will be evaluated in terms of three variables: 1) the general attitude of the participants toward the course, 2) response of the participants toward the general course format, content, methods, techniques and devices utilized, and 3) any changes in behavior, practice or situation of the participants. The last will be accomplished through observation and the use of a pre-posttest relative to Adult Basic Education. Results of these evaluations may be helpful in planning and conducting future ABE Seminars.

The last topic related to "imperatives for ABE" will be another practical approach to improving ABE programs. At this juncture in the course participants should be ready to perform a rather sophistacated undertaking. It will hopefully be the writing of a position paper on ABE which will be done at the final session. Each participant will have accumulated ideas and concerns and data as

the course has progressed and the last meeting will provide the opportunity for the group to coordinate and compose these pertinent thoughts. This should prove to be a culminating experience resulting in final accomplishment of the goals of the course.

The Practicum

Unless a practicum can materially assist the group in accomplishing its agreed upon objectives it would be wise to spend such effort as the practicum demands upon other phases of the program.

In the case of this seminar, there appears to be a need for practical experiences which might parallel and supplement the academic readings and discussions. If this should be the case it will be proposed to the group that careful consideration be given to the following sequence of experience in which all members will share actively:

1. Selection and appointment of an ABE Program Director. Rather than submitting names the class members will describe her or his qualifications and duties. These will be determined after interviews and observations of adult education teachers, students, and program.

2. Appointment of an ABE Advisory Committee. Each class member will represent one area of community interest and through observation and interview will become thoroughly acquainted with the nature of that interest and its resources. Thus, the class will, in fact, be the Advisory Committee.

3. The Advisory Committee will recommend a quality ABE program for the community. The Committee will likely want to draw upon a host of resources in this endeavor.

4. After recommending program, the Advisory Committee will next recommend teaching staff. Consideration will have to be given here to leadership qualities desired, teaching capabilities and knowledge required.

5. Once the above are cared for the Committee will turn its attention to the development of a financial policy to support the program. In this case a particular community will be selected and class members will be encouraged to utilize the resources of the State Department of Education, the school board and the community college board.

6. The next consideration will relate to the Committee's recommendation relative to a program of in-service education for the staff. In this endeavor it is hoped that the class members will utilize the Media Center and its director in formulating such a program.

7. A plan for publicizing the ABE program and recruitment of students will be the next practical problem with which the Committee will deal. Class members will be encouraged to work closely with every channel of communication in the community in order to arrive at an ideal and practical public relations program.

8. As a final step, the Advisory Committee will recommend a plan of evaluation. Although this final step is never actually completed, there should be a plan based upon careful thought and consideration of all facets of the program. Class members may want to involve employers in this planning in that frequently the success of an ABE program hinges upon the ultimate chance of finding a job.

See attached supplementary reading list.

Session Summaries

Session 1.

The opening session of the Seminar began when Dr. Jensen reviewed briefly the procedure which had occurred in the development of the program and cited the general purpose for which the Seminar had been proposed. Each of the 15 participants introduced himself or herself and indicated what contributions each might make to the Seminar. A wide background of interests and experiences predicted success for the group sessions. The emphasis upon "How can each best contribute to the accomplishment of the overall goal" seemed to point up the fact that this was not just another course but rather a total group effort to build a syllabus and to increase insights and understandings relative to adult basic education.

It had been proposed earlier that an effort would be made to determine whether or not the group members would change or develop new attitudes about ABE during the course of the seminar. In order to determine what the presently held attitudes were, an attitude survey about the under-educated adult was administered. This was a forced choice instrument developed by Pattison and Payne and published by Follett Educational Corporation.

Following the completion of the survey the group members launched into a vigorous discussion of how the Seminar objectives might best be accomplished. In that the first topic related to the ABE Student, discussion centered about how the group might best determine the characteristics expectations and life objectives of the under-educated adult. Emerging from the discussion were five suggested approaches to the accomplishment of this objective:

1. Those who were currently occupied as Teachers in the employment orientation program agreed to tape several student interviews and bring these to class.

2. Two of those responsible for the state wide survey of under-educated in Wyoming promised to do a "Show and Tell" on the survey.
3. Several members of the class who had not had formal experience in teaching the under-educated accepted the invitation to participate in a home visitation demonstration.
4. All agreed that they might profit from a reading of Lanning and Many and a discussion of the characteristics of the undereducated adult.
5. The learning facilitator agreed to bring to the class a series of taped interviews conducted in Albany County with the under-educated.

Members reached consensus on the above procedure and felt that such would provide the maximum participative learning.

Session 2.

The session began with a review of the major purposes of the Seminar and a discussion of how each of the principle topics might best be investigated so that the investigations would parallel the practicum experiences and would likely bring maximum worth to each of the participants. For the next several sessions it was decided to follow the original procedure of all class members reading and researching each topic listed and then attempting to put these results into a meaningful whole at each meeting.

For the next session it was agreed (with some pressure from Dr. Jensen) to begin the development of a programmed text, dealing first with the history and philosophy of ABE. The learning facilitator introduced the methods and techniques involved in writing a program and the participants somewhat reluctantly accepted the challenge to experiment.

The discussion which followed evolved out of the investigations of the first topic, "The ABE Student." Taped responses had been prepared of eleven interviews with ABE students seeking an expression of attitudes toward the instructional program, student expectations and purposes of participation. Results of the interviews seemed to indicate to class members that:

1. All seemed to be "goal" oriented holding out fond hopes that their participation in the ABE program would somehow enable each to get a better job or to achieve the better life.

2. All had some very pertinent reason or reasons for having interrupted their formal educational program and for not having achieved as much as others.

3. All expressed some feeling of gratitude for having the opportunity to participate in ABE and thought that greater publicity should be given to the program and its potential.

4. The majority mentioned the affection they held for their teachers and how much they had been helped.

5. All seemed determined to progress in the program although in the expression of life goals there appeared to the Seminar members to be some

inconsistencies between aptitudes and expectations. The problem of dealing with these provided an interesting and enlightened discussion.

6. Passing the GED test was frequently mentioned as a desirable goal by the interviewees although ABE teachers were aware of frequent disappointments experienced by students who expected miraculous happenings after this accomplishment. Considerable discussion resulted from this observation.

The balance of the session was devoted to an explanation of the procedure followed in conducting the statewide evaluation survey of all ABE programs in Wyoming. A copy of the Wyoming survey is included as a part of this report. Extra copies may be obtained by writing Mr. Richard Rowles, Director of Adult Education, State Department of Education, Cheyenne, Wyoming. See Appendix A for a survey of needs of adult education students and a scheme for measuring and classifying teacher attitudes toward adult illiterates.

Session 3.

Mr. Amanna reviewed briefly the history of ABE citing its origin at the federal level in the OEO and the Adult Education Act of 1966.

In looking at philosophy he stressed the importance of looking at philosophy not in terms of budget or facilites but rather in terms of values and behavior.

In speaking of values, Mr. Amanna suggested that they should possess certain criteria:

1. Ought to be ordered
2. Ought to be consistent
3. Should be non conflicting
4. Should be non contradictary

If there is a direct relationship between values and behavior then a statement of philosophy must have an impact of behavior.

Areas of concern or areas of human behavior were presented as follows:

1. Psychological
2. Sociological
3. Economic
4. Political

Psychological	Sociological	Economic	Political
1. Learn as much as able	1. Human relations	1. Self-support	1. Active participation
2. Sense of belonging	2. Participation in community activities	2. Ability to compete	2. Understand the value
3. Healthy self concept			3. Full participation
4. Mental and physical health			

Members of the Seminar raised numerous questions relative to Mr. Amanna's presentation and the discussion was lively and rewarding.

The session concluded with the distribution of a programmed lesson on programming and each member agreed to come to the next session with a prepared statement on philosophy and a recommendation regarding the programming of upcoming topics.

Dr. Jensen agreed to attempt to put together the program items on history and philosophy of ABE which the Seminar members prepared.

Session 4.

The session began with a review and discussion of the Programmed Text on Programming which each member had completed. Dr. Jensen lived up to his word of the previous week when he agreed to attempt to put together the contributions of each participant in a 50 item programmed text on the History and Philosophy of ABE. Sharon Blaes assisted magnificently in this endeavor.

Members of the Seminar felt that the best way to evaluate the text would be to complete it. After completing it each item was discussed and suggestions made for improving about a third of the items.

Following the topical outline the members turned their attention to drafting a statement outlining a philosophy of ABE which might be acceptable to all. Each suggested what he or she thought was important in the development of a philosophy and consensus was reached on the following five philosophical statements pertinent to adult basic education.

1. Participation in an ABE program should be accessible to all adults who might profit from such participation.

2. Every adult must have the opportunity to advance educationally as far as his abilities permit.

3. An ABE program should enable the adult to develop the whole self.

4. Each adult should be encouraged to develop to the fullest his capabilities of becoming a contributor to society.

5. ABE should provide the opportunity of self fulfillment.

Members of the Seminar agreed to take these statements and return in a week with a polished statement no more than 100 words describing an acceptable philosophy as seen by each.

In addition plans were made for members to bring their suggestions for improving the programmed text, to critique the teaching demonstrations on VT and to explore the literature pertinent to the four main topics under the ABE teacher.

Session 5.

Discussion began with a review of the programmed text on History and Philosophy of ABE and its revisions. The complete text is a part of this Syllabus.

Members of the Seminar distributed copies of their statement regarding "A Philosophy of ABE" and an attempt was made to reach consensus on an overall statement. This produced a situation not unlike the Paris Peace Talks and many of the Seminar members agreed to letting each express himself fully as long as all reached the same conclusion as that in the written statement submitted by each member. The closest the group came to consensus was in agreeing to the following statement of philosophy:

> ABE should provide a shared and continuous learning experience which will liberate people by providing opportunities for them to utilize their talents in such a way that they can better play their roles as dignified human beings in a society where they have some control over the social forces operating therein and during which process the opportunity for self fulfillment is constantly emphasized in such a manner that the adult is encouraged to continue learning, thus enabling him to progress politically, culturally, spiritually, physically, mentally and socially.

Even such an all inclusive statement was not accepted by all.

The discussion next shifted to a review of the video taped teaching excerpts of the Casper and Cheyenne program and it was at this point that any control the learning facilitator may have had over the proceedings completely vanished. Even thought it was indicated that these were only excerpts of present teaching practices, some felt that the presentation should demonstrate a model of innovative and effective techniques. All suggestions and criticisms were carefully recorded.

Members next agreed to change the sequence of topics to be considered so that the investigation of the learning process would be considered before the topic on curriculum.

For the next session the Seminar participants will discuss their investigations into the ABE teacher and principles of adult learning.

Session 6.

The session began with a review by Dr. Jensen of the previous meeting and a summary of the consensus reached relative to a philosophy of ABE. Questions followed pertinent to the most logical procedure for investigating and discussing the topic of curriculum design. Some expressed a preference for focusing upon behavioral objectives as related to curriculum building while others thought that it might be more profitable to select specific subject matter areas and explore these in some detail, later putting these areas together into a meaningful ABE curriculum. No definite decision was made although there seemed to be a feeling present that following our investigation of adult learning the Seminar participants might be in a better position to decide upon procedure.

The teaching-learning transaction came up next for discussion and was initiated by relating research findings to the video-taped teaching excerpts of the previous session. A number of pertinent studies related to the teaching-learning process were introduced and discussed by members of the Seminar. Bruce Perryman reviewed the Modesto Junior College Study by Frank Pearce on the Seven Needed Qualities of ABE Teachers in which it was concluded that:

1. The characteristics needed by an ideal basic education teacher have a variety of component parts. They are similar to the parts of a mosaic where some parts can be taught while others are more readily acquired through the process of maturation. Moreover, the need for these characteristics will occur at varying degrees on both horizontal and vertical planes within the mosaic. This produces an overlapping condition where one essential quality is dependent upon each of the other qualities.

2. It is unlikely that any given instructor could possess all of the characteristics needed in teaching adults basic education. A balance, however, among members of the staff can be achieved.

3. The attributes needed by the effective teacher are derived from a single goal--the ability to help the student to develop and maintain self-confidence. The essential attributes to reach this goal in order of their importance were: Understanding, Flexibility, Patience, Practicality, Humor, Creativity, and Preparation.

4. Understanding that reflects the inherent worth of every individual, emphasizing active involvement in student problems rather than sympathy leads to a learning climate where the student feels he is an integral and needed part. This is the foremost requirement for the effective adult basic education teacher.

5. There is very little difference between the characteristics needed by the adult basic education teacher and the effective teacher in any other setting. On the other hand, they must be present in the basic education setting, while teachers in other programs may not possess such characteristics and the programs still manage to survive.

The measurement and classification of Teacher Attitudes Toward Adult Illiterates by Raymond Johnson was reported by Perryman, Rowles summarized the Learning Process published by NAPSAE and titled, "Psychology of Learning," Prahl reviewed the basic principles of adult learning and characteristics of the ABE teacher, Larson reported on the ABE research conducted at Florida State University relative to teacher-student relationships and Perryman provided summaries of the techniques of teaching adults. The above reports may be reviewed in the Appendix.

A mimeographed sheet containing a personal inventory on learning was distributed with the request that each attempt to answer the questions posed before the next session.

Session 7.

Discussion began with a review of the conclusions reached at the last meeting and an attempt to answer the questions listed under the general title of "What does it mean for me to learn?" Mr. Rowles spurred the discussion by distributing copies of his outline listing the ways he learns best, what classes he learned most from and how he knows when he learns. Other members of the Seminar added their particular comments on each point and the entire discussion was then related to the ABE learner. Following is a summary of the personal inventories on the teaching-learning transaction:

I. How Do I Learn
   - A. When the material to be learned is geared to my level
   - B. When I want to learn
   - C. When I recognize the relationship between my goals and what is to be learned
   - D. When I see some progress
   - E. When I direct my own learning
   - F. When I can practice
   - G. When I can utilize all the senses
   - H. By solving problems

II. How Do I Know When I Have Learned
   - A. When I do something differently
   - B. When it becomes a part of me
   - C. When I try it out and it works
   - D. When I change my attitude about something
   - E. When I perceive something as new or different
   - F. When I feel comfortable with the new
   - F. When something becomes meaningful to me

III. From What Experiences Have I Learned Most
   - A. Visiting the homes of the undereducated
   - B. Small group experiences with ABE teachers
   - C. Practicum experiences in teaching adults
   - D. By association with someone smarter than I
   - E. By trial and error
   - F. By failure
   - G. By hypnosis (self)
   - H. By simulation
   - I. By role playing and brainstorming

IV. From What Classes Have I Learned The Most
   - A. Those classes where the objectives are clear
   - B. Those classes where the teacher shows appreciation for the students
   - C. Those in which I have had an interest

D. Those where the students share in the planning and conduct of the class
E. In those classes where the students are encouraged to direct their own learning.

V. Where Has Most Of My Significant Learning Taken Place
A. Classes
B. Personal reading
C. Discussion
D. Preparation for teaching
E. Personal experience
F. Group activity

VI. How Much Do I Know About How I Learn
A. Not as much as I should
B. I know that a variety of methods best suit me
C. I know what most interests me
D. I have a strong desire to continue to learn

Following a presentation by Dr. Jensen on the principles of adult learning and a discussion of how these applied to teaching ABE students, members of the Seminar agreed to next investigate the topic, "What is the kind of teacher I am trying to become and how may I become that kind of teacher?" It was further agreed that members would begin the exploration of community resources for ABE and each would select the agency or agencies to expore via the practicum.

In Appendix B may be found representative samples of the Seminar members' analyses of "How I Learn," as well as pertinent summaries of the learning process which provided a base for the discussion on how adults learn.

Session 8.

This, the eighth session of the seminar focused primarily upon teaching, learning, teachers and the characteristics of adult basic education students. These areas of concern were discussed in an inter-related manner and not as separate and distinct factors.

The session began with a review of highlights from the previous week's discussion on the teaching learning transaction. The two major points raised after the presentation of the review were as follows: 1) the previous week's session in actuality focused upon learning rather than teaching; and 2) the area of incidental learning as raised during the discussion was omitted from the written summary.

The seminar group then turned attention to exploring the "ideal teacher" concept. Some of the major points mentioned in relation to this concept were as follows:

1) the ideal teacher is well prepared, enabling him or her to assume effective instructional leadership;
2) the ideal teacher is consciously aware of what is inside him or her in terms of the teacher's own outlook, attitudes, needs and motivation.
3) the ideal teacher looks at the instructional process in a dynamic sense and is prepared to respond flexibly to situations and capitalize on the individuality and special needs of each student.
4) the ideal teacher has a student-centered concept, as the focal point in designing specific learning experiences.

5) the ideal teacher takes time with students to give each individual an objective measurement of learning progress in a non-threatening way;

6) the ideal teacher respects ABE students as distinct personages, recognizing and responding to individual differences.

The discussion relating to the "ideal teacher" also brought out the following unresolved issues:

1) Some seminar participants suggested that the concept of an "ideal person" is synonomous with a concept of the "ideal teacher" which was challenged by other participants on the grounds that an "ideal teacher" possesses specific characteristics distinct from the "ideal person".

2) The question also was raised pertaining to the degree of involvement an ABE teacher might have with the total life circumstances of students without impairing his, or her, instructional effectiveness? The question was left open-ended.

3) Another point raised stressed the importance of ABE teachers truly caring about their students in a warm, human way.

4) The final point raised was the desirability of teachers sharing instructional expectations with students.

Characteristics of ABE students mentioned briefly in the "ideal teacher" discussion were the distinctive value systems which pattern their lives, the apprehensiveness of the undereducated, and the need of ABE instructors to try and establish "instant rapport" with undereducated adults; and the experience with failure of the undereducated, leading to the question whether ABE students should, or should not, experience failure.

The concluding portion of the session was devoted to the development of plans for Session 9. The group agreed to focus upon community resources and the kind of community interest areas which might appropriately be represented on an ABE advisory council. The following topics are to be pursued: needs for non-educational resources in ABE programs; need for ABE teachers to be aware of resources for referral purposes (agencies and services); and the functions and make-up of ABE advisory councils.

A reference mentioned appropriate to these areas was: Studying Your Community -- by Warren -- Sage Publishing Co.

For a summary of the presentations on the ideal teacher see Appendix C.

Session 9.

Session 9 of the seminar focused upon Community Resources, primarily utilization and organization. Prior to an exploration of these matters, individuals distributed to the group various outlines and printed materials bearing upon community resources.

Discussion began with a look at community resources in terms of providing "referral services" to adult basic education students in need. Some individualized needs mentioned included: transportation, day care service for children of ABE parents, tutorial instruction for special educational needs; eye glasses among others. This facet of the discussion raised a question as to the role and responsibility of ABE personnel in being aware of and knowledgeable about community services.

Some time was spent in exploring the desirability of the individual ABE teacher involving himself, or herself, in identifying, making contact with and following through with the appropriate agency which could provide necessary service to an educationally related need. The desirability of centralized referral services was a part of this exploration.

The concensus of the seminar group in regard to the above issue seemed to be as follows:

1) It is desirable for the Adult Basic Education teacher to arrange needed service, accompany ABE student to agency and pursue matter until satisfied that service will be, or has been provided.
2) The organization and utilization of community resources for referral services will vary with the size of the community.

The matter of using community resources for instructional purposes was touched upon briefly and terminated by a "clock-conscious" instructor. There seemed to be general agreement that such utilization can greatly strengthen an ABE instructional program. The desirability of instructional resource centers was introduced and generally accepted as a helpful way of aiding the individual ABE teacher in resource utilization.

The overall conclusion of the discussion on community resources pointed to awareness and familiarity of community resources as a most practical objective for ABE teachers and administrators. Such knowledge was considered equally important for both referral and instructional purposes.

The final part of the substantive discussion was concerned with the nature, function and makeup of advisory councils. The general theme of this portion of the discussion centered upon the idea that -- "when an advisory council becomes active administratively or in program operations, it ceases to be advisory." There was no unanimity evident during this discussion as to the desirability of advisory councils nor as to the scope of their operations. However, the following points were brought out and considered:

1) The value of advisory councils are closely tied to such considerations as how members are selected and for what purposes (political, public relations, advisors.)
2) There is grave danger of advisory councils usurping executive authority and once done, it is hard, if not impossible, to reverse such action.
3) A written description of advisory council functions was suggested as important in securing members and in defining authority.
4) The group was split on whether advisory council members should be actively involved in programs about which they are expected to advise. Some individuals thought "yes"; some thought "no".

Time was not available for seminar members to examine or develop an advisory council within the seminar. Should this still be considered desirable, it might be considered next session.

The closing minutes of the session were devoted to a look at the goals and course as it has been developing. Individual seminar members seemed most co-operative in contributing towards making this course a valuable experience for all. The following points seemed to be of most concern to the group:

1) Getting done what Dr. Jensen hoped the course would accomplish.
2) The course objectives were made up before this class began and we are expected to rubber-stamp them (two participants expressed this feeling -- others said they did not have that feeling).
3) We are not capitalizing during our sessions on the materials individuals are bringing to class and distributing to the rest of us. We don't discuss them in depth.
4) We are spending all the time on practice and ignoring principles and theories being advanced by ABE researchers. (This was countered by a number of participants who said they were not interested in theory -- there was not enough valid research, etc.)
5) We are not capitalizing on the expertise which each one of us bring to the class. We don't seem to be organized to tap this expertise.
6) It again was suggested that perhaps the group should divide into pairs to work on areas of special interest and write up their findings to share with the class and Dr. Jensen.
7) Burman added that there seemed to be some confusion among individual members as to their individual responsibilities in terms of the overall course objectives; this confusion made such individuals reluctant to commit themselves to tasks about which they were unclear or had little interest in doing; and hence, members were having difficulty agreeing on direction as well as tasks.

8) Members might want to look at the way they have been functioning this coming week to see if there might be a better way to achieve course purpose and objectives.

In Appendix E may be found a listing of some of the community resources members of the Seminar discovered and which they recommended for possible utilization in adult education classes or activities.

Session 10.

A review was first conducted of accomplishments to date and discussion then centered on what remained to be done as far as preparation of the syllabus was concerned. There appeared to be great apprehension over the area of curriculum and a number of the participants expressed the feeling that it would be unwise to attempt to construct a specific adult education curriculum leading to a high school diploma in that such a model would have little value for other communities. It was argued by some that it might be more profitable for the seminar group to attempt to describe a proposed curriculum in terms of anticipated competencies of the adult students rather than in terms of study materials and levels or steps.

In that the group appeared to reach an impasse on the curriculum issue it was suggested by Dr. Jensen that each give additional thought to the matter and come to the next meeting prepared to take a definite stand on what should be included in the syllabus on curriculum.

Several publications on the formation and utilization of advisory committees were distributed and the question was raised as to whether or not the members of the group wanted to discuss further the importance of such committees. No need was expressed for further discussion on this topic.

Attention of the group next turned to the tasks to be accomplished during the remainder of the seminar. After some explanation by Dr. Jensen of the proposed nature of the syllabus to be submitted to Mr. Amanna it appeared that the following tasks remained to be accomplished:

1. The recommendation of a quality adult education program for a selected community.
2. Recommendations for qualified teaching staff and in-service program.
3. The development and recommendation of a suitable financial plan to support the suggested program.

4. Recommendation of a plan for publicizing and recruiting students.

5. Recommendation of a satisfactory procedure for evaluating the community adult education program.

6. The position paper.

Session 11.

Continuing with the discussion on curriculum, the participants launched into an analysis of ABE curriculum guides prepared by State Departments of Education in North Carolina, Mississippi, New York and by Follett Publishers. Some members of the Seminar indicated that they used parts of each of the guides while others said that because of the very specific needs of adults it was impractical to follow a highly specialized guide.

Returning to the responsibilities of the Seminar for the development of a curriculum guide it was general consensus that given the educational needs of a certain group of ABE students it was the responsibility of the adult educator to generate specific instructional objectives, including minimum levels of competencies for the following areas: language, mathematics, citizenship, occupational and family and community life.

It was further agreed that because of the dynamics of a viable curriculum that it would be unwise for the Seminar participants to presently devote their time and energies to the development of specific curricula in each of the above areas but rather devote their efforts to the determination of a quality adult education program for a given community. It was agreed that curriculum must be considered in determining quality but it would be considered in its broad aspects rather than in narrow terms.

It was also agreed that representatives from the University of Wyoming, the State Department of Education and selected practitioners and ABE students should be called together by the State Director of ABE for a concentrated session or series of sessions for the purpose of developing a State-wide adult education curriculum guide.

For the next session participants will report on criteria for a quality adult education program and explore the program proposal of Laramie County Community College for an ABE center.

Session 12.

After reviewing the happenings of the previous session members gave their attention to outlining the criteria for a quality community adult education program. The decision was made to consider a community wide adult education program rather than the more narrow version of only grades 1-8.

Six general areas were selected as fundamental to any adult program. They were: Administration, Organization, Program, Teaching, Publicity & Promotion, and Evaluation. Some Seminar participants had prepared ahead of time their thoughts about a quality adult education program and these papers were used as a springboard for the discussion on quality.

Procedure wise, it was decided by members of the group that it would be helpful to spend ten minutes on each of the above memtioned areas in a series of brainstorming sessions, with the hope that many ideas would be forthcoming and that from these at a later session some selection or combination of suggestions could be compiled for the prepared syllabus. Specific ground rules were laid down regarding the brainstorming sessions including no criticisms of ideas, building upon other's ideas, encouragement of wildness and quantity.

The complete list of suggestions growing out of these sessions may be found on pages through .

For the next meeting of the group it was decided to consolidate the ideas prepared on quality and to investigate the new subject of inservice training for adult education teachers. Members felt that fundamentals of a proposed continuing inservice education program could be devised which might prove helpful to ABE teachers and administrators.

Administration

Full time Director
Competent Teachers
Proper Facilities
Local Financing
Adequate Financing
Philosophy and Objectives as Guidelines
Utilization of Advisory
Adequate Salaries
Knowledge of how to work with Advisory Boards
Administrators with background in Human Relations
In-service Training Program for Administrators and Teachers
Sufficient Personnel
Unbiased and Continuous Evaluation (include everyone working on program)
Sufficient Supplies and Equipment
Administrators with Empathy and Rapport with Teachers and Students
Student Participation in Administrative Functions
Autocratic Guidelines
Interagency Cooperation (Also intraagency)

Organization

Flexible
Line and Staff
Instructional
Chief Administrative Offices in Community
Coordinator of all Agencies
Has Receptive Administration
Relates to Private Non-profit Agencies
Program to Fit Courses to Needs of Students
Full Time Director
Head Teacher in ABE Programs
24 Hour a Day Program - 365 Days a Year
Student Services
Supportive Services
Housing Adequate
Student Program
Advisory Council Programming
Accessibility
Transportation Furnished
Advisory Council Programming
Child Care Provided
Job Placement
Organized Around Students' Occupational Objectives
Provide Cost-free Education

Program

Measurable Outcome
Students Interests
Developed By Students
Meets Students' Interest
Includes Basic Topic Areas Listed in Napsae
Computational and Communication Skills
Citizenship

Physical and Mental Health
Instructional Resource Center
Consistent with Philosophy
Utilization of Community Resources
Rewards Accomplishments
Instructional Resources Supplement Rather than Supplant
Utilization of Guidance and Counseling of Students
Provides Educational or Job Placement
Coordination of Agencies in Program
Attitude Development
Day Care Center
Legal Aid
Family Planning
Medical Self-help
Homemaking Skills
Drivers Education
Individualized Instruction
Specific Job Training
Learn How to Learn
Library
Audio-Visual

Publicity and Promotion

Unlimited Use of News Media
Local Community Flyers on ABE Program
Church Publications
ABE Student Bringing Two More
Speaker's Bureau
Volunteers
Civic Groups
Faculty
Annual Report
Other Agency Referral
Minority and Ethnic Leaders
Staged Events
ABE National Anthem
Certificates
Newspaper Cartoons
Mandatory Radio and TV Time
Bumper Stickers
Print Outs in Stores
Student Testimonials
Exhibits at Local Job and County Fairs
Spelling and Mathematical Contests
State Elected Official
Special Job Recognition
ABE Week in Conjunction with Education Week
ABE News

Teaching

Individualized
Behavioral Objectives
Student Centered
Instructional Outcome

Student-Teacher Evaluation
Certified Teachers
Utilization of Aides
Utilization of Associate Teacher
In-service Training in How to Work with Aides
Peer Teaching
Utilize Community Resources
Telephone
Televerb Teaching
Ph.D.'s for ABE Campaign
Adequate Supplies of Teaching Supplies
Adequate Salaries (Competitive)
Paid Educational Leave
Utilizes Contracts with Students
Team Teachers for Every Home
Home Instructional Program
Field Trips
Community Leaders to Give Workshops
Cooperative Programs (Method of Instruction)
Teacher Recruitment
Teacher Knowledgeable in Human Relations
Understands Minorities
Well Adjusted Teacher (High Self Concept)

Evaluation

Based on Outcomes
Systematic and Objective
Continual
Unbiased
Outside Agency
Assess Educational Needs
Self Teacher Evaluation
Student Achievement Evaluation
Contracted
Willingness to Evaluate
Dissemination and Reports of Evaluation
Testing and Counseling
Comparison with National Norms
Program Evaluation
Is based on Neasurable Objectives
Partially Based on Non-measurable Objectives
Includes Cost Benefit Analysis
Program Budgeting and Packaging
Community Evaluation
Evaluation of Teacher Made Materials and Professional
Subcommittee of Advisory Committee
Comparative State and Local Evaluation Based on K-12 Program
Financing for Evaluation
Horizontal Evaluation

Session 13.

Aware of the sophisticated formulae used by industry in analyzing the economic value of training programs for employees, Dr. Jensen proposed that the Seminar members employ a worth formula developed by the Praxis Corporation to test the economic worth of this Seminar. The formula is a simple one:

$W = \frac{VN}{C}$ in which case W = worth in economic terms

V = the value of overcoming a performance deficiency

N = number of people in training

C = cost of the training

Each Seminar member was asked to write out in descriptive terms the economic worth of the Seminar to him in terms of hard cash without consulting any other member. After these were submitted the formula was applied and the economic worth was determined to be $\frac{675}{2500}$ or a negative value. In other words, on the basis of the Praxis formula, it may be said that the cost of the program exceeded the economic worth accruing to the Seminar members. Generalizing from this it may be predicted that future Seminars, conducted in the same manner, may cost more than they are worth.

Several factors should be mentioned, however, which may have colored the results. Only one-third of the class felt competent to express worth in terms of money. One response was discarded because a projection was made five years into the future and several indicated that it could be of great financial worth but they couldn't say just how much.

The experiment at least indicated the difficulty which may be encountered in evaluating training programs and the variability of factors encompassed in determining economic worth of a program.

Seminar members turned next to consolidating the suggestions made at the last brainstorming session and progressed through administration and organization. Following are the results of the discussions relative to the essential features of a quality adult education program in a given community. Although consensus may not have been reached on each criterion, priority was given to these:

Quality Administration

1. Democratic relationships must exist with staff, boards and students.
2. Full time director or coordinator of Adult Education should be employed.
3. At least the same ratio of financial support should be provided for Adult Education as for K-12 programs.
4. Staff support of at least the same ratio as K-12 program should be available.
5. A continuous, optional, state approved, university supported, in-service training program should be offered.

Quality Organization

1. A decentralized decision-making system should be inaugurated.
2. A full time day and evening Adult Education program should be offered.
3. The following student services should be provided:
   a. transportation
   b. child care
   c. job placement
   d. guidance and counseling
   e. health and legal service
   f. recruitment
4. No tuition charges should be made in the Adult Education program.

Session 14.

Discussion centered around the best approach to the position paper to be constructed at the next class session. The following topics were selected as demanding attention of the Seminar participants:

State and Local Adult Education Organization
The National Scene for Adult Education
Accountability
Teacher Preparation
The New Curriculum
The Role of the University in Adult Education
The Individual Learning Concept
Dissemination of Information
A Proposed System of Funding Adult Education
Public Acceptance
The Adult Education Student and His Role
What About the Future

Each member selected a topic and agreed to come to the final session prepared to construct the position paper.

Attention shifted to the completion of the task of outlining the essential features of a quality adult education program in a given community dealing with the areas of program, publicity, evaluation and teaching. Following are the results of the discussion:

Program

1. Program should be based upon and consistent with the stated philosophy.
2. Program should be developed in cooperation with the students and based upon their needs and interests.
3. Adult education should be provided in a wide variety of areas including, for example, home management, computational, recreational, occupational, social and emotional growth, citizenship, etc.
4. Program must promote the concept of learning how to learn at all levels (students, teachers and administration).
5. Full utilization of community resources such as, libraries, museums, industry, individuals, unions, service clubs, etc., should be made.
6. Programs should be aimed at special groups such as, young adults, older adults, unemployed, handicapped, disadvantaged, business people, farmers, etc.

7. Utilize a variety of techniques in determining adults needs such as, census, community survey, advisory committee, public agency data, hunch, past experiences, etc.

Publicity and Promotion

1. Extensive use of TV through spot announcements, panels, interviews, testimonials, public events, demonstrations, and adult education programs during prime time.

2. Employment of other media, such as radio, newspapers, outdoor advertising, skywriting, pamphlets, comic books, house organs, theatre trailers, church bulletins, handouts through children, bulletin boards, etc.

3. Employment of professionally trained public relations people.

4. Recruitment and publicity through students and staff testimonials.

5. Mobil P. A. system fully utilized.

6. Provision for completion certificates and graduation exercises.

7. Provide for a National Adult Education Week.

8. Provide for a strong state Adult Education Organization composed of lay citizens, professional educators, students, members of professions, etc.

9. Form a student Adult Education Association at the University.

10. Promote staged events, etc.

Evaluation

1. Based upon specific and measurable program objectives.

2. Evaluation should be conducted internally and externally.

3. Evaluation should be continuous and longitudinal

4. Provide for evaluation in budget.

5. Employ program planning budget system in adult education program.

Teaching

1. Teaching should be individualized and student oriented.

2. All teachers of adults must be certified by the local Adult Education Agency through a demonstration of competencies in the following areas:
   a. Ability to relate effectively to adult students.
   b. Subject matter.

c. Strong interest and enthusiasm for Adult Education.
d. How adults learn.
e. Methods, techniques and devices (Processes of Adult Education).
f. Ability to change.

3. Full utilization should be made of teacher aides (volunteer and paid).

4. Use must be made of peer teaching (each one teach two).

Session 15.

The final session of the Seminar was devoted to a posttest on the attitude survey developed by Pattison and Payne and a comparison by each member with the results of the pretest on the same instrument. About half the members found a significant change toward a firmer attitude toward the economic perception of the undereducated. Comparisons were made by each participant on all scores which indicated some change.

Attention was next given to the writing of the position paper and each Seminar member was allotted ten minutes to make a formal presentation with additional time given for comments and suggestions from others. Following is the account as presented and amended on the twelve major topics selected as the most pressing in the field of adult education. There was not unanimous agreement on proposals made but general acceptance was forthcoming.

POSITION PAPERS

THE NATIONAL SCENE

There are in excess of 27 different agencies on the national level which offer classes in Adult Education. It is the charge of this paper to outline a structure on a national level which might coordinate the activities of all these various agencies. This is not to imply that individual agencies should be discouraged from promoting classes, quite the contrary. There is a real need for many adults to receive more formal education. Business, industry, labor, education, etc. can perform a valuable service by offering adult education classes. It is our contention that each individual agency often provides a course which could be of value to others outside the rigid structure of the agency. Also, new methods, techniques and coursework are often utilized in these separate programs which could be made available to others interested in A. E. What is needed is a National Office of A. E. An office which would perform the following services:

1. Provide a field man for each state who would have the responsibility for consulting with all A. E. programs in the state.

2. Provide a clearinghouse service for collecting and disseminating information concerning A. E. programs throughout the United States.

3. Set suggested standards for course content, length, completion, evaluation, follow-up, etc.

4. Serve as a legislative lobby for A. E. and as a public relations agency for promoting adult education.

5. Serve as a funding agency.

The duties of the national field man would be to locate all existing agencies within the state which are now offering A. E. and to offer his consultative services. He could be of real value in dispensing information which he has gathered from the National Clearinghouse and to offer proven suggestions and aid. He could assist in the enrolling procedure and the recruitment of teachers. He could be instrumental in writing federal proposals for receiving funds. He could survey individual

communities to determine areas of educational need and then to contact agencies to provide classes in these needed areas. He could work with public and private schools to learn of their new techniques, methods and classes. In short, he could become very valuable in coordinating the various A. E. programs throughout the State and throughout the nation.

It is our feeling that the direction presently being taken at the national level is to serve primarily as a funding agency and to pay lip service to the coordination aspects by providing regional directors who just do not have the time to work closely with the needs of individual states. In view of the importance of this national field man to adult education it may perhaps be that two or three would be needed in the more populated states.

A national office which would perform these outlined functions would eventually be looked to for the leadership and the organizing role that adult education so urgently needs at the present time.

INTER-AGENCY COOPERATION AND COORDINATION

Adult Education programs, along with hundreds of other programs provided by the many agencies in our modern day society, are channelled in the direction of finding the best possible way to meet the needs of the client or student at a specified time. Careful consideration of his emotional, physical, and mental capabilities is and should continually be the number one concern. Agencies are concerned about each person as an individual and do attempt to provide the maximum amount of assistance. However, just as the old saying goes:

"No man is an island; No man stands alone."

The same is true for agencies:

"No agency is an island; No agency stands alone."

The fact that communities do vary tremendously with respect to the number of agencies available, as well as the number of resources each is equipped to provide, should not in itself present insurmountable problems for the adult education instructor. The issue of major importance is that each instructor be aware of exactly what is available in the particular area he is serving while at the same time have a background adequate to utilize these resources.

Problems inevitably arise when one agency or one person attempts to carry the entire responsibility for a particular individual. Quite often services are given by one agency when in actuality a second, non-utilized agency could do it better. All too often no one is willing to admit that maybe they are not capable of handling every situation which might occur.

One way of eliminating the non-utilization of valuable services as well as the poor coordination of financial resources is for each community to establish a central coordinating board or committee similar in function to the role played by the local CAMPS committees. All agencies would be represented on this board and preferably the members would be composed of those individuals currently working at a local level where they have direct contact with the people they are serving. A professional and a para-professional representative from each agency would be advisable. Working as a group and gaining not only an understanding of each agencies' capabilities or limitations, but more important by building trust and confidence in each other, would assist in eliminating professional jealousy and reluctance to refer the student or client to the agency best equipped to meet that individual's needs at a given time.

Information relevant to the student's background and special needs should be available to all agencies working with this specific individual. Follow up studies as to the student's progress should be utilized by all agencies as all too often

once an individual is transferred from one agency to another he is immediately forgotten; resulting in the receiving agency wasting the individual's time repeating many of the same things already completed by the former agency. This needless duplication can be very discouraging to the student and even resulting in him turning away from the help so vitally needed. Conflict of techniques in guidance and counseling, which are the result of the differing approaches of the agencies involved could well be ironed out in coordinating committees. The pressure so often transferred to the student is a result of conflicting ideas between agencies has in the past been one of the most damaging aspects of, and deterrants to, inter-agency cooperation.

The probability of failure is increased whenever agencies are unable to work in harmony. It is primarily the client or student who suffers when such a situation occurs. On the other hand, noteable successes could be the rule rather than the exception with inter-agency cooperation.

STATE AND LOCAL ORGANIZATION

The full responsibility for financing and administering the national program rests on the states--specifically the state department of education. Its fundamental role is that of providing leadership and assistance in developing local programs. It also has certain regulatory functions in regard to use of funds, certification requirements for teachers, and other aspects of the program as prescribed by state laws.

In order to be of maximum benefit to the local programs, the adult education staff of the state department of education must provide a full measure of creative leadership in addition to carrying out its regulatory functions. It should take the initiative in working with the university and local programs toward overall

growth and improvement of adult education programs. It should also work with state professional adult education organizations to gain legislative support and additional state funds for adult education programs.

Members of the adult education staff in the state department of education are often the only resource local program directors have for evaluating methods and materials and for providing in-service education programs. For this reason, they should be professionally competent to give this kind of consultative service, and they should be administratively free to provide it.

The state consultative program should provide services to local programs that are not available locally. Testing and appraising new equipment and instructional materials are priority functions. If the state department of education consultants will either test or pass on information concerning new equipment and instructional materials, it will provide a service to local programs which can afford neither the funds nor the time to conduct field tests.

On the local level, the directors for adult education usually administer the adult education classes in the several schools, via the principal of each school. Usually they report to the director of adult education for the school. While the administrative hierarchy will vary from county to county and from state to state, it will follow fairly closely the organization described here, but it appears evident at this time that the local adult education organization must recruit, publicize program, assess needs, select staff, and provide a share of the cost.

ADULT EDUCATION - A NEW CURRICULUM

The adult education movement in this country appears to be drifting from one special interest to another. Furthermore, according to Thiede and Meggers[1],

[1]Thiede, Wilson B. and Meggers, John. "Evaluating of Outcomes," Adult Education, Review of Educational Research, June, 1965, p. 185.

"programs for adults are of relatively short duration and the curriculum is almost never sequential . . ." Adult educators seem to lack direction and tend to compensate with a preoccupation on the process, i.e. a belief in "means" assure the "ends." Finally, adult educators appear to take for granted--through implicit faith--the merit of their efforts.

The purpose of these comments is to present an appeal for an overhaul of adult education curricula. It is not the intent here to outline scope, sequencing, or scheduling of adult education programming. The aim is to indict adult educators for their inability to document their contributions to human and societal welfare. One might hypothesize that this lack of documentation comes from a deplorable reluctance to specify educational expectations in measurable terms.

Achievement of ambiguous goals seems to be axiomatic in the adult education enterprise; however, adult educators are unable to convert the public in general, or more specifically legislators, to accept their blind faith in the goodness of adult education.

Although curricula for adults are generally need-oriented as well as goal oriented, a "new curriculum" must be developed which would stress systematic assessment of needs; specify learning outcomes as measurable objectives; and require evaluation of immediate influence on learners and ultimate impact on society. The "new curriculum" would incorporate evaluation as an essential to improving program effectiveness and facilitating learning.

There has been a good deal of rhetoric relative to the role of evaluation in adult education. For example, Bergevin[2] points out:

> Evaluation is predicated on a specific goal at the start of the learning program. Without a specific point of reference in the form of a stated goal, evaluation would be impossible. Evaluating the adult education program,

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[2]Bergevin, Paul, A Philosophy for Adult Education. New York: The Seabury Press, 1967, p. 139.

> determining where it has failed or succeeded and why, is essential to its ultimate success. In addition to providing a means of measuring the degree of achievement, the process of evaluation can be a sensitive learning experience for participants in the learning program. Therefore, learners should be intimately involved in the process of evaluation as well as of goal setting.

Another illustration of the desirability of evaluation is reflected by the evaluative goals of the Adult Education Association :

1. Inclusion of evaluation procedures in the development and design of adult education programs.
2. Development of evaluation procedures which will permit evidence-based judgment of program effectiveness.
3. Program design to insure feedback to learners as a part of the learning process.

The foregoing illustrations indicate a willingness to evaluate adult education effectiveness, but implementation of evaluative activities continues to be less than impressive. Evidently, a willingness is not enough. Adult education curriculum designs are generally characterized by a dearth of evaluation of educational outcomes. Planners of the "new curriculum" would stress the importance of specifying educational outcomes in curriculum construction. Gagne[3] states that a curriculum is not specified unless: "(1) the terminal objectives are stated; (2) the sequence of prerequisite capabilities is described; and (3) the initial capabilities assumed to be presented by the student are identified."

In conclusion, adult educators who continue to stomp through the morass of ambiguity will find their programs increasingly caught-up in a quagmire of unknown identity. The "new curriculum" would replace ambiguity with clarity and the unknown with a viable identity.

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[3]Gagne, Robert M., "Curriculum Research and the Promotion of Learning," Perspectives of Curriculum Evaluation, American Educational Research Association Monograph Series on Curriculum Evaluation, Chicago: Rand McNally and Company, 1967, p. 23.

THE INDIVIDUAL LEARNING CONCEPT
A POSITION PAPER AND DISCUSSION

There has been a growing emphasis on the relationship between the principals of learning and the methods of instruction. In our system of education at all levels questions concerning learning have risen even though the manner of instruction differs as might be designed by teacher, the textbook or by a curriculum development team.

Research studies on the subject are usually concerned with questions such as "does learning require repetition," "what affects learning recall," and "how important is diagnostic testing?" Perhaps the first questions ultimately will deal with how the student learning process is most effective.

Many theories have been presented on how the learning task should be presented or how it should be communicated to the student.

A second question typically included in research studies would naturally deal with the types of activities that should be required of and encouraged of the students after the learning task is undertaken. A very important aspect is then considered and that concerns the kind of provisions which must be made to insure that what is learned is remembered and is usable by the student in further learning and problem-solving. The above questions are persistent, the answers, however, change.

The answers given today are quite different from those of yesterday, and will again be different from those answers given tomorrow. These differences are caused by our continually deepening understanding knowledge of human behavior.

The conception of what human learning is and how it occurs is among the many changes. Perhaps the most general reason for these changes is based on the shift from the older view of learning being a matter of establishing connections between stimuli and responses, and the recent concept of accepting the view that stimuli

are processed in many ways by the central nervous system and that understanding learning is a matter of figuring out how various processes operate.

The older concept was always basically the same process as Thorndyke had explained. He said learning was subject to the same influences and that the same laws usually applied. Conditioned response and emotional response both indicate that repetition brings about a strong learned "connection." It is also agreed that repetition increases retention and reduces forgetting. Many current research studies are trying to disprove the theory that learning does require repetition. Some tests proved no significant difference in learning when both repetition and non-repetition methods were used. However, they did not apply the spaced review method of repetition to their research. Modern learning theorists have come to the conclusion that conceiving learning as a matter of strengthening "connections" is entirely too simple.

It is their conception that events take place in learning both inside and outside the learner--a complex of processes takes place in a learner's nervous system. This is called the "information-processing" conception. An example of the "information-processing" theory is shown by the Atkinson and Shiffrin study.

Accordingly, information is first registered by the senses and remains unaltered for a short period of time. Then it is retained in the "short term store" for about thirty seconds. This store has a limited capacity as all new information that comes in pushes aside what is already there, but it is maintained that even during this brief stay in the "short term store" a very important process takes place by an external reviewing mechanism which organizes and rehearses the material. It is then transferred to a "long-term store" but in a coded form which makes remembering easier at a later time.

This more sophisticated learning theory starts before and goes beyond the actual learning process by requiring essential prerequisite capabilities for

learning such as"specific readinesses" and "enabling conditions" and retrieval processes for remembering.

When knowledge is retrieved (what the individual does when he is asked to remember something) causes a process of searching and finding in the memory and has provided evidence of a very crucial role in the learning process.

The implications these differences between the older and newer theories in learning and memory have on instruction is broken into three categories:

1. To be effective the learning process of a child or a student or an adult depends greatly upon what he already knows, how to do and what he does not know how to do.

2. It is necessary then, to back up and master the prerequisites not yet learned before further learning is required. (necessary to acquire understanding of the subject.)

3. Maintain the periodic and spaced review process which has important role in retention. Also help student exercise his strategies of retrieving, transferring information into code, then back to raw material of learned product.

Even these few learning conceptions tend to shed different lights on instructional methodology. Certainly it is recognized that instruction becomes not just a matter of stimulating these capabilities of the learner which he already has at his disposal to insure he is capable of the learning task at hand. This new trend in learning theory makes a great deal of sense. If a term could be used to encompass the idea it would seem practical to inject "continuity of curriculum."

It is very apparent that within the new decade many new theories will be researched and tested, but one thing for certain is that this research and testing will bring about many changes in every area of education.

It is hoped that broadmindedness will accompany these changes and that giant strides of progress will be obtained in the total educational structure.

Equality of educational opportunity is a primary concern. In a free society, equality of educational opportunity is a basic ideal. However difficult it may

be to achieve it should always be kept as a civic goal. Individual schooling is the best gateway to the satisfying productive life and full education is the best hope for a just society.

Whatever else is done to promote full educational opportunity, there must be a maximum effort to achieve more individualization in instruction. Only by this avenue is there hope for success with each individual, the physically, mentally, or culturally disadvantaged or with those who are especially gifted who possess exceptional intellectual or artistic abilities.

By individualized instruction it is not meant that a simple tutoring procedure will suffice. It is meant, however, that instruction which is designed for an individual student rather than an entire class is facilitated. At times the individual will receive, or should receive personal attention from the teacher. At other times he may be a member of a large group. At all times the school's resources are utilized to the best advantage of his intellectual growth. The differences among students require careful consideration if the learning experiences of the individual student are to be effective and rewarding.

Individualized instruction is a good thing for all students; for the highly gifted, and for the student of the ghetto and the slums it is essential. It is felt that it is now possible in terms of both technique and cost to provide instruction that is effectively geared to the individual, to his learning capacities and interests, and to his personal problems. This can be accomplished if the schools take full advantage of the slowly growing body of learning theory.

The possible uses of diversified grouping and scheduling and the improved uses of instructional talent through the new staffing patterns that differentiate teaching personnel and their functions--these coupled with the wise exploitation of both the old and the new educational media should provide invaluable instruments for bringing instruction directly to the individual student, besides em-

phasizing the individualization of instruction brings a new and personal dimension of education into the center of concern--the teacher's knowledge of the learner. Effective instruction requires more than knowing something to teach and having a practical grasp of good teaching methods. It requires a knowledge of the learner--his background, motives, interests, perspectives and attitudes--his hopes and aspirations or his hopelessness and lack of aspiration. There is often little chance of success in instruction where the student as an individual person is not known to the teacher.

This is a fact which must receive central attention in the reconstruction of teacher education.

THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION

The university's role in adult education is orientated in several directions, each direction dictated in some part by the quality of leadership that exists within the administrative structure at all levels. It is also dependent on how these persons interpret the university's philosophy in conjunction with the aims and objectives of adult education and what action they take to implement this philosophy.

Higher education is provided to an ever increasing number of people to prepare them for the demands created by cybernetics. Thus, the university is an institution providing adult education.

The obvious responsibility of teacher education is not to be overlooked. With the increasing emphasis on continuing education the university has a major obligation to promote this concept so that each teacher who graduates with a baccalaureate degree has an overview of the field. Graduate classes for advanced students in teaching, administration and community development are mandatory.

Areas of the educational program that should be stressed include psychology of adult learning, the processes of adult education--methods, techniques, and devices, and human relations training with emphasis on the process of change and "learning how to learn" (People do best those things they know how to do, learning is no exception).

Workshops, seminars, etc. should be provided for persons involved in adult education throughout the state. Consultants should be made available for advisement and to help local program administrators provide top notch inservice programs for staff members.

University extension, both general and agricultural, should provide services as needed. A greater effort should be made by these "arms of the University" to educate the citizenry as to the types of programs and services available from them.

The university has another major responsibility in the area of experimentation and research in the field. Demonstration programs of various dimensions should be developed. Individual staff members need to write and develop materials for various facets of the total adult education program.

Departments of adult education within the university need to become more aggressive and provide leadership on state and national levels in promoting the concept of continued and lifelong learning for all.

A fundamental responsibility of the university falls in the area of research and development and may be classified as "managing change." Concomitantly goes the responsibility of developing a workable plan to produce a viable curriculum.

PUBLIC ACCEPTANCE OF THE ADULT EDUCATION PROGRAM

Public acceptance of the adult education program will depend on the general public's knowledge and understanding of what this is. Right now only those who are administering the programs or the teachers in the programs, and those who are participating as students really know what the program is and the value. In Wyoming no money has ever been appropriated by the Legislature for Adult Basic Education--all of the funds have come from federal sources. Only by involving the whole community and educating the people so that they are willing to finance it on a local level will it be the successful program as we in this class want it to be. We know that undereducation is "one of the main forces which perpetuate under-employment, social disorganization, poverty and despair in our so-called affluent society," as one educator put. We know the great value of educating people to make it possible for every individual to find some way to express himself constructively and creatively in order to help him attain maturity, fulfillment and happiness. We believe that in order to maintain our democratic society every adult should have the opportunity to learn how to act responsibly in the political, vocational, cultural and spiritual aspects of his life. Now the big problem is to get the majority of the people to realize this.

The main thrust for federal financing of ABE came when the administrators of the MDTA program discovered that most of the unemployed they wanted to train in vocational training were not trainable because of lack of basic education. By stressing the economic feasibility of this training the program was sold to Congress and our first federal funding for ABE resulted. Though we in ABE know the great value because of humanitarian needs, I think the adult education program will probably be accepted and financed much more readily if we stress the economic necessity for the program. Getting accurate figures on how much is spent on wel-

fare, juvenile delinquency control and prevention, and all the related results of undereducation, and contrast it with the cost of educating an individual so that he can hold a job would probably be understood and bought by the general public.

It was brought out at one of our class meetings that there was no strong state association of adult educators. Formation of an organization of professional educators, lay people, former ABE students and present students could be the first step in forming an agency responsible for publicizing and promoting adult education. This could be started by the State Department of Education working with the University of Wyoming and all the junior colleges in Wyoming.

The state organization could be responsible for publicizing the adult education program using all available media. This would include educational television, regular television, spot announcements, panel discussion, interviews, testimonials, and demonstrations. Handouts in grocery stores, notices in church bulletins, bulletin boards, speakers bureau--all can be used to publicize what adult education is and the need for it. Open houses at the class center, and Adult Education Week--all are ways to get the message to the general public.

Recruiting, screening, training and supervision of volunteers in the adult education programs should be stressed as it is an excellent way to involve members of the community, and they in turn will publicize the work being done.

All of the above will take much time, effort and money, and it will not be or cannot be done overnight, but it can be a goal to plan and work for.

The great changes in our society are bringing an overwhelming demand for adult education. A recent study made by the Educational Policy Center, Syracuse University projects that 82 million adult Americans will seek places in structured adult learning by 1976. Despite the rising demand little is being done to assure adult education the high priority it merits.

We should be developing programs to cope with the changing conditions. We should seek ways to become a vocal spokesman for adult education and adult educators at the national, state, community and institutional levels.

TEACHER PREPARATION

It would seem that the best place to begin the discussion of the adult education teacher would be to consider briefly the kind of a teacher that we feel is necessary to implement and assure the success of any adult education program. It is well to look at the adult education teacher in two ways: 1. qualities, and 2. qualifications. The qualities of the adult education teacher are those characteristics which are distinct traits necessary for working successfully in a variety of learning situations with adults. Qualifications are any ability, training, experience, or accomplishment that helps prepare a person for the role of adult teacher.

There are a number of qualities that are essential for the adult education teacher:

--He must be enthusiastic about his teaching.

--He must have--or be capable of learning--an understanding and permissiveness toward people. He must possess such traits as friendliness, humor, humility, and interest in people.

--He must be creative in thinking about his teaching methods. He must be willing to experiment with new ways to meet the changing needs and interests of adults. He must be concerned more with the growth of the individual than with the presentation of facts.

--He must possess patience, empathy, perceptiveness, and optimism.

--He must be able to adapt to the constantly changing learning situations due in large part to the ever-changing interests and needs of the adult student.[1]

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[1]Knowles, Malcolm, Informal Adult Education. P. 96-7.

In considering qualifications, it should be briefly noted that the adult education teacher must be competent in his subject matter field, and he must be able to give the adult student something he wants to know or do in an interesting and understandable way. It is assumed that the prospective adult education teacher will have pursued the necessary formal classwork, experiences, etc., that are necessary for him to be competent in his field.

It should probably be noted that adult education teacher certification creates a great deal of polarized discussion! The only certification now is in terms of elementary or secondary certification as required by local or state adult education directors. This should be changed as soon as possible. The people involved in adult education should work out the criteria that would be used in certifying the adult education teacher.

Adult educators have made several commendable suggestions for improving the teacher training programs for adult education teachers. Homer Kempfer lists and discusses five characteristics desired in an education leader of adults:

--He must have the ability to participate actively and cooperatively in the challenging adventure of learning.

--He must be able to establish an informal and friendly atmosphere.

--He is a specialist--expert along some line. He must know something or perform something well--that other adults are interested in knowing too.

--He must be able to relate his knowledge to the whole of life.

--He must be able to see the community as a whole.[2]

There are some general areas that should be covered in formalized courses. Some of these are:

--Psychology of the adult learner, not just the adult student as a learner, but the teacher, too.

--Understanding adults--disadvantaged, business, taxpayers, etc.

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[2]Kempfer, Homer, Adult Education. P. 319-20.

--Human relations.

--Knowledge of the field of adult education and total field of education.

--Teaching techniques and methods in adult education. This should include such things as audio-visual aids, recognition and use of community resources, etc.

All adult educators recognize and emphasize the importance of experience. Adult leadership can be developed by working with groups in laboratory, shop or academic areas; participating program and educational committees of community activities; having a variety of vocational experiences; and through extensive travel.

Kempfer concludes his discussion as follows:

> "As adult education grows, no doubt more colleges of education will include curricula combining formal instruction, field observation, and intership designed to develop these competencies: ability to identify and define learning needs, interests and capacities of adults; ability to organize suitable learning activities to serve these needs; familiarity with a wide range of educational approaches, and ability to select and use appropriate ones with the necessary instructional materials; methods of helping a wide range of community groups to develop better educational activities; practical knowledge of the psychology of adult learning; knowledge of current literature bearing on the special adult fields; ability to locate and use appropriate resource personnel; and competence in dealing with controversial issues."[3]

In-service training will continue to be a very important part of the professional preparation of the adult education teacher. Very few adult teachers prepare directly for their work before beginning their teaching in adult education. There is much to be done in this area, too. If adult education is to measure up to all that is expected of it, considerable attention must be directed to providing a systematic education about adult education for all adult education teachers. Perhaps the following philosophy of adult education would be helpful in setting up an in-service training program.

--All members of the staff need to grow in service.

--The adult school's curriculum derives from thorough and reliable analysis of society and the personal needs of individuals.

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[3]Ibid., p. 314.

--Curriculum revision and development is a part of in-service education. Intelligent participation encourages each teacher to grow professionally through study, experimentation and evaluation of program changes.

--Those who will be affected by decisions should have a share in arriving at the decisions.

--A team or group approach helps to equip each teacher with the psychological necessities; a feeling of participation, and a feeling of recognition.

--In-service education becomes accepted as an integral part of the school's program when the administration recognizes its importance and provides time and money for it.

--The team approach to in-service education contributes to the development of coordinated activities that utilize the talents and the creative capacities of the entire staff.

THE STUDENT AND HIS ROLE

The adult student is the individual beyond the chronological age customarily admitted into the public school system, who is seeking to better understand the spiritual, natural, cultural, economic and personal content of his life through continuing education. He is the adult who, recognizing that no one has ever attained full development of his potentiality nor achieved his full measure of self-discipline and self-realization, is continuing his education.

Adult students may generally fall into basic categories:

1. Those who have never been to school.
2. Those who have attended school but have not achieved literacy.
3. Those who have high levels of schooling but low levels of skills competence.
4. Those wishing to continue education in a chosen field.
5. Those wishing to explore new areas of study.
6. Those wishing to intelligently utilize leisure.

Adult students may be individuals who need to be stimulated toward further self-improvement. They may be those wishing to better themselves, but they may

not know how to proceed. They may be newly employed, seeking to move ahead in their chosen work. They may be unemployed. They may be underemployed. They may be students in vocational courses. They may be parents wishing to better understand their children. They may be a clientele which has not shared the American middle-class experience. They may be in serious disagreement with the premises of the American middle class. They may have the ability to enter the system, but may have been denied the opportunity to develop that ability as the system operates in a fashion that keeps many out.

Characteristics of adult students are:

--He is a voluntary student.

--He must be recruited and, in many instances, convinced that he can and should learn.

--He may be illiterate.

--He may be functionally illiterate.

--He may be a non-English adult.

--He is usually a part-time student, with many home, job, church and community responsibilities that may interfere with his attendance and study.

--He may have had little or no formal schooling.

--He may have been away from school for a long time.

--He may have a deep-seated fear of, suspicion of, or contempt for schools.

--He may be very gifted.

--He may wonder if he can still learn.

--He may have the most difficult problems of self-identification.

--He may have to overcome feelings of insecurity and fear of competition with younger people.

--He believes he has made a very serious decision in going back to school.

--He believes the course he is taking will help him--will better his education.

--He may differ widely in age, job experiences, motivations for study, and goals from other students in the group.

--He may bring his personal problems, concerns, feelings and dislikes to the classroom.

--He may take information far more seriously than do younger students in regular school programs.

--He expects information to be correct, up to date, and workable.

--He may lack abilities because of his environment.

--His frame of reference is not the school; it is his job, his neighborhood, or his family.

--He is in the hope of becoming.

The adult student learns in relation to his experiences. A vital task of the educator is to help the adult learn from experience, which is concerned with the exploration of ideas. Emotions determine meanings of experiences. Emotional meanings may deter learning. Adults may make decisions on the basis of emotional commitments rather than making them on the basis of reason.

The adult has less time than youth. The limited time available for education must be considered in setting goals and in planning programs of instruction. The adult student needs to participate in setting goals and evaluating of the program and in choosing subject matter.

The adult student's need for motivation results from more than his desire to learn. "Equally important to the individual may be such things as: (a) acceptance by other class members, (b) feeling that he belongs to a group which is doing significant things, (c) working with other people on worthwhile projects, and (d) having occasional opportunities to try out leadership skills."[1]

Because adults are a voluntary audience, the undereducated students must have strong motivation from the beginning. Realistic personal goals must be established and must be within reach. Vocational goals should be discussed so that the vocations best suited to the individual are made known. Success situations must be assured from the beginning so that he may be encouraged through a positive approach.

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[1]NAPSAE, A Treasury of Techniques for Teaching Adults. P. 46.

Educability of adults may be limited by the fear of self, by uncertainties due to economic status or cultural differences, by fear of others, by fear of ideas.

The student is the most successful recruiter in adult education. A satisfied "customer" will soon enlist many others.

He is one of the greatest sources of talent for teaching others. This reinforces his learning and develops his ability to organize and present thoughts and to have confidence in his own skills and abilities.

The adult student is the determining factor in any adult education program. The shared responsibility of continuing education must be assumed by him, whether he is the teacher seeking more training, the adult whose children are grown, the adult whose children are in school, or the young adult. In the adult world of learning, everybody is a teacher and everybody is a student.

INFORMATION DISPERSAL

Adult education opportunities are offered through a variety of sources: correspondence courses, workers' education, higher education, community resources, public schools, voluntary and professional associations and agencies, churches, etc. The need to constantly evaluate and improve educational offerings is of paramount importance and one of the best ways is to exchange information with other organizations which are engaged in similar endeavors. At the present time there is no national system or organization which attempts to assimilate and disperse information from all regions about all aspects of adult education.

ERIC has in part been an answer to this problem but certain aspects of adult education such as current activities or research in related fields are not covered by this system.

What is needed is a national clearinghouse, supported by others at the regional and state level, which could collect, organize, and distribute data about legislative information, activities, funding, and the exchange of ideas about methods, techniques, curriculum, administration, materials, teacher training, etc. In addition, research in related fields which might be significant to continuing education should be analyzed and organized for distribution as well as research within the field itself.

This system should be preferably on a computerized hook up for the purpose of instant retrieval. Each state clearinghouse would have information channels with each educational system in the state and with the state government. Incoming information would be organized and sorted. Data which was of significance only in that state would be distributed on a state-wide basis. Other information which was of value on a regional or nationwide level would be forwarded to the regional office where a similar sifting process would occur. The national office would not only be concerned with information input of the regional offices, but would preferably be aware of pertinent developments in other countries.

Such a system would not only be an invaluable service but would bring unity and cohesiveness to the field itself. This system would preferably be of a voluntary nature without being ruled by the bureaucracy of the federal government. This system would not only be an aid to the field itself, but also to governmental agencies, business and industry, welfare organizations, and any other organization which might have an interest in adult education.

PROPOSED SYSTEM OF FUNDING ADULT EDUCATION

Local Level: A statutory tax, equal in status with elementary, secondary program be levied to provide for the expense of classes for adults.

State Level: The percentage or ratio of state support for adult education should not be less than that offered for elementary and secondary levels of education.

Federal Level: Continuing categorical grants administered through the state department of education, with long-term funding.

Student Fees: It appears that we must go along with the philosophy that free public education is consistent with the principle of a democracy, and in this light the principle applies as well to the adult as to the child.

THE ROLE OF THE ADMINISTRATOR

The administrator should understand the place of adult education as a part of an overall balanced educational program. We should believe in the program and be able to "sell it" to anyone. It would be necessary for him to coordinate the program and to provide overall administrative supervision and make recommendations to his immediate supervisor. It is most important that the administrator never take for granted that his supervisor or the agencies that he works with know all about or are completely sold on the adult education program. It is his responsibility to keep the people he comes in direct contact with involved in the overall program so that they have a first-hand knowledge of what is happening. Keeping the public "aware" of the adult continuing education program is important, also.

In most all adult education programs there are a number of agencies both directly and indirectly involved. The coordination of these various agencies is usually a full-time job. Care must be taken to see that each agency is made to feel appreciation and concern for the particular advise or help that they bring to

the program. At the same time our first obligation is to the adult program and to the people in the classes, so a need must be met. Duplication of services is another problem that arises, the administrator must be sensitive to the needs of the students and how best the agencies can meet these needs.

Funding for a program often comes from several sources. The administrator should be familiar with the state plan and its guidelines as well as objectives set down by other funding agencies such as MDTA, WIN, Model Cities, etc. The proposals generally state policies concerning budget and will automatically determine procedures. These may include such items as: personnel, personnel qualifications, instruction, instructional salaries, supervision, maintenance and repair of instructional equipment and supplies, teaching aids, traveling expenses, administrative overhead expenses (salaries of clerical and custodial personnel) communications, utilities, office equipment, printed and published materials, and rental of space.

An essential prerequisite for a good adult continuing education program is that the administrator be instrumental in drawing up the proposals that he will administer. He will be much more effective if the policies and guidelines are of a nature in which he truly believes.

In-service training is necessary for the teaching staff and those administering, supervising, or directing the adult program. It is desirable for all personnel to have pre-service preparation before becoming directly involved with the adult program. If the staff does not understand adults, their characteristics, ways of learning, and knows little about dealing with adult students and their needs, the program is not likely to be successful. The administrator should see that in-service training is provided initially and thereafter be a continuous service.

Selection of personnel is one of the more important jobs of the administrator. The attempt should be made to employ people who have a genuine interest in the adult

student. A teaching background of some kind is generally preferred.

A knowledge of "how to teach" and "how people learn" is essential. Aides are an important part of any adult program. What better motivating factor than to hire instructional and clerical aides from the adult program itself. They may also be the best help when it comes to salesmanship and recruitment in the adult programs.

Administrators should help teachers by getting the necessary instructional materials and audio-visual aids to them as they are needed. They should provide services and help when needed. They should arrange resource help, field trips and community speakers. The educational needs of the adult student are relatively unexplored. It is the job of the administrator to see that innovative procedures are introduced into the program in order to stimulate the mental processes of the under educated adult along with a continuous evaluation of these procedures.

The foremost role of the administrator is leadership.

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Appendix A

Needs of Adult Basic Education Students

Case #1.

I. BOOKS, SUPPLIES, TOOLS

13. Vocational Rehabilitation
24. Veterans of Foreign Wars
School District

II. CLOTHING

8. Cheyenne Council United Church Women
12. Community Action
15. Help One Another Club
18. Welfare Department
21. Salvation Army
School District

III. COUNSELING

12. Community Action
13. Vocational Rehabilitation
18. Welfare Department
19. Mental Health
21. Salvation Army
28. Employment Service
29. Youth Opportunity Center
Community College
Local Churches

IV. CRIPPLED CHILDREN

26. Easter Seal Society

V. DAY CARE

Local Churches
Day Care Centers
Licensed Day Care Homes (Welfare Department)

VI. DRUGS AND ALCOHOL

Youth for Christ
Physicians

VII. FINANCIAL ASSISTANCE

18. Welfare Department
21. Salvation Army
Local Churches

VIII. FOOD AND NUTRITION

12. Community Action
18. Welfare Department
21. Salvation Army
Home Extension Service
Family Living Center
School District

IX. HOUSEHOLD FURNISHINGS

21. Salvation Army
Goodwill Industries

X. JOB PLACEMENT

13. Vocational Rehabilitation
18. Welfare Department
29. Youth Opportunity Center
28. Employment Service

XI. LAW ENFORCEMENT AND PROTECTION

10. Police Department
27. Probation and Parole
Sheriffs Department
Civil Defense
Legal Aid Society

XII. LEGAL SERVICES

12. Community Action

XIII. MEDICAL SERVICES

13. Vocational Rehabilitation
17. City-Council Health Unit
18. Welfare Department
Civil Defense
Local Doctors, Dentists, etc.

XIV. TESTING

13. Vocational Rehabilitation
19. Mental Health
28. Employment Service
29. Youth Opportunity Center
Community College
School District (Individual Schools and Diagnostic Center)

XV. TRAINING PROGRAMS AND CONTINUED EDUCATION

7. Bureau of Apprenticeship and Training
13. Vocational Rehabilitation
18. Welfare Department
19. Employment Services
Community Colleges
Colleges and Universities

XVI. TRANSPORTATION

12. Community Action
13. Vocational Rehabilitation

XVIII. YOUTH--RECREATION AND EDUCATIONAL NEEDS

1. Agricultural Extension Service
2. American Business Women's Association
3. American Legion
5. Boy Scouts of America
15. Girl Scouts of America
16. Job Corps
20. Mavericks
21. Salvation Army
29. Youth Opportunity Center
Y.M.C.A.
Y.W.C.A.
School District
Babe Ruth
Community College

XVIII. IMFORMATIVE SERVICE

Libraries

XIX. MAINTENANCE (CARS AND HOMES)

1. Urban Renewal
2. Community College (Voc. Tech. Class)

XX. HOUSING

1. Urban Renewal
12. Community Action

Chamber of Commerce

Case #2.

REPORT RESUMES

ED 011 631 AC 000 763

Measurement and classification of teacher attitudes toward adult illiterates.

By- Johnson, Raymond L. and others

EDRS Price: MF-$0.09 HC-$0.44 11p.

Descriptors- *Illiterate Adults, *Teacher Attitudes, *Changing Attitudes, *Adult Basic Education, *Measurement Instruments, Negroes, Females, Attitude Tests, Research, Tables (Data).

As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report discusses how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex were used with grcup data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive sutdy of a single subject. Each trainee completed a 100-item attitude scale at the beginning of a 1-week orientation and training course, and again at the end of the course. Respondents' judgement for each item was made on a seven-point bi-polar "true or false"scale, with intervals numbered consecutively from one through seven. This report includes the attitude scale used and circulant correlation matrices, and discussions on the detection of clusters and the construction of the circumplex. (AJ)

Teacher Attitudes Toward Adult Illiterates: Short Form

1. Teachers find it difficult to hold the interest of adult literacy students.

   TRUE : : : : : : FALSE

2. Illiterates tend to watch TV and listen to the radio less often than do literate adults.

3. There are fewer difficulties if men students are assigned to men teachers.

4. Adult students learn better if the teacher adheres strictly to a highly structured and organized lesson plan.

5. Students usually know the alphabet before they begin literacy instruction.

6. students usually blame their illiteracy on unpleasant school experiences.

7. Students sometimes distrust the motives of their teachers.

8. Adult students prefer teachers of the all-business, no nonsense type.

9. Young teachers often have difficulty establishing good rapport with older adult students.

10. Differences in social class often make the establishing of good rapport between student and teacher very difficult.

11. Adults find it easier to learn to read than do children.

12. Illiterates often subscribe to newspapers and popular magazines even though they can not read them.

13. Elementary school teachers tend to make the best adult literacy teachers.

14. Adult illiterates who are Negroes usually show little interest in the Civil Rights movement.

15. Adult illiterates tend to be the "black sheep" in their families.

16. Adult students are often tardy in coming to class.

17. Illiterates tend to have unrealistic hopes for their children's futures.

18. Illiterates have difficulty learning the social role of "student" in the student-teacher relationship.

19. Illiterates have difficulty understanding what other people say to them.

20. Many illiterates are alcoholics.

21. Illiterates tend to be emotionally immature.

22. Illiterates often have no real appreciation of the advantages of being able to read.

23. Illiterates are more apt to suffer from mental illness than are most average people.

24. Most illiterates once knew how to read and write a little, but forgot.

Circulant Correlation Matrix for Circumplex II

	4	16	20	15	6	12
4	1.0	486	423	-172	166	349
16	486	1.0	263	030	-136	205
20	423	263	1.0	247	-031	-051
15	-172	030	247	1.0	350	-077
6	166	-136	-031	350	1.0	260
12	349	205	-051	-077	260	1.0

Case #3.

BASIC PRINCIPLES OF ADULT LEARNING

The purpose of adult education is not only to learn subject matter but the development of skills, attitudes, and appreciations and the opportunity for individual growth and development.

Basic laws of adult learning:

The law of effect--People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying.

The law of primacy--First impressions are most lasting. (First classes)

The law of exercise--The more often an act is repeated, the more quickly a habit is established.

The law of disuse--A skill not practiced or a knowledge not used will be largely lost or forgotten.

The law of intensity--A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience.

Blocks to learning:

Boredom--the work may be too easy or too hard.

Confusion--the teacher may create confusion by presenting too many or overly complex ideas. Contradictory statements or failure to relate one step to another also can confuse students.

Irritation--Annoying mannerisms of the instructor, poor human relations, interruptions, and delays can create this block.

Fear--fear of failure, of ridicule, or of getting hurt are common blocks to learning. Fears may bring resistance to assimilation of new ideas.

No continuity in the pursuit of education.

Lack of guidance and counseling.

Learning is change--change in behavior. Behavioral changes do not truly become a part of a person until he has reinforced them through use.

Motivation is the most important element of learning. Motivation is the drive toward goals. Most adults are self-motivated.

Goals are necessary. They may be immediate, long-range, changed from what is learned at a given session. They must be shared by students.

The student must be involved in the process of learning. The teacher of adults will have pupils only if he meets their current needs and is able to interest them.

Adult education is unlike conventional education in that it is wholly lacking in coercive or compulsive elements.

Experience is the most precious ingredient adults bring to class. The life program of the autonomous adult makes him capable of changing ways of thinking, feeling, doing, and develops an eagerness to learn and a spirit of inquiry. This fosters a feeling of self-identification.

Adults may have feelings of inadequacy, hostility, aggression, submission.

Educability of adults may be limited by a number of characteristics:

1. The fear of self, which may take the form of inferior feelings or marked diffidence resulting from his long absence from the classroom.
2. Lack or association or personal uncertainties in his economic or community status.
3. Fear of others that may stem from such reasons as have just been mentioned or from the bruising contacts of the work-a-day world.
4. Fear of ideas issuing, in part, from conservatism, from the sluggishness of routine, and in part, no doubt, from the strong cultural compulsions of our system.

There are three major aspects of that area of education called adult education. (Bergevin)

1. Adult Education as a Systematically Organized Program of Adult Learnings:
   a. The School Type--such learning is usually directed by a teacher.
   b. The Independent Study Type--more subject control by learner--self-discipline by student. Correspondence courses, self-organized and self-directed, reading programs, regular attendance of lectures and concerts with reading and study before and after, self-teaching--hobbies, crafts.

c. Participation Training Type--Individual learning in group context. Persons, not subjects are being taught. Student practices being responsible in learning activities. Training in how to learn, interpret, translate into action. Training in how to help each other learn.

CHARACTERISTICS of Systematic Learnings:

1. Learner is an adult.
2. It can be pursued for credit or non-credit.
3. Usually offered in institutions such as schools, colleges, universities, churches, factories, unions, agricultural associations, health organizations, hospitals.
4. May be vocational, cultural, spiritual, political or physical.
5. Directed by teacher or leader, or by cooperation and participation of all members of learning team. Or self-directed.
6. Depends on continuing relationship between teacher and learner.
7. May be full-time or part-time.
8. May be voluntary or compulsory.
9. Rewards may include cirtificates, diplomas, badges, ribbons, stars, or satisfaction of learning.

2. Adult education as Random Experiential Learning.

This learning happens as we live--continuously and unintentionally.

Can be identified by:

1. Absence of planning.
2. Lack of a learning goal or objective or purpose.
3. Being basically accidental in nature.
4. Taking place through everyday experiences other than those usually thought of as organized school or classroom learning experiences.
5. Lack of awareness on the part of the learner that learning is taking place at all.
6. The absence of a professional educator.

3. Adult Education as a Field of Study.

Body of knowledge, not a program.

Training of professional adult educators.

One objective is to learn how to help every adult know more about what he is, what is expected of him, and what he can do.

Concern with every adult: old or young, intelligent or dull, well or sick.

Ordinary tests will not suffice to determine success and failure in adult education.

Methods of evaluation must exemplify that same sense of freedom which characterizes the learning process itself: (How to Teach Adults)

Adult learners must learn to evaluate themselves.

Is my fund of reliable information increased?

Is my vocabulary increased?

Have I acquired new skills?

Have I learned to make reliable generalizations?

Have I learned how to sort out the moral ingredients?

Have I learned to think in terms of values?

Have I altered any attitudes?

People learn what they want to learn

People learn when they are ready to learn -- and shortly before it is needed.

Success should be neither too easy nor too difficult.

Make learning fun.

APPLICATION TO ABE

The primary prupose of Adult Basic Education is to develop independent reading skills. This will bring about knowledge of subject matter and the development of attitudes and appreciations and the opportunity for individual growth and development.

The basic laws of adult learning and the blocks to learning are the same for ABE as they are for Ad Ed.

Fear is perhaps the greatest block to learning--fear of failure, of ridicule, or of getting hurt. Fears may bring resistance to assimilation of new ideas.

The ABE student is hart to locate. He hides his inabilities and physical inadequacies such as poor eyesight. Agencies may prove helpful in locating the

student--County Agent, Welfare, Employment Office, Schools, Personnel Managers, Churches, Informal Conversations and 'word-of-mouth' recruiting.

Motivation factors--need for security, need for new experience, need for self-esteem, need for conformity, need to help others. Motivation students doubt their ability to study and learn and fear exposure and ridicule. They need constant re-motivation. Motivation might be the desire to please the teacher rather than to learn.

Student emotions come out in many ways. (A Treasury of Techniques for Teaching Adults)

Projection--finding someone else or something else to blame for a weakness--maybe the leader.

Rationalization--finding an explanation which sounds reasonable but does not get to the real base of the matter.

Aggressiveness--anger, contempt, discourtesy, loudness.

Flight--escape from a frustrating situation--finding an excuse to stay away from class.

Resignation--giving up--showing little or no interest in the class.

Ways to overcome many of these blocking mechanisms:

Help students to set goals for themselves which they can achieve.

Help student to identify areas in which he excels.

Help students help themselves.

Keep students informed.

Encourage students to tell you ways in which teaching methods are helpful and ways in which you could be of more help.

Testing must be informal and should, where possible, be carried on in such a manner as to seem part of the program itself, in an atmosphere which carries no threat.

Materials must fit the needs, desires and abilities of students. They must be of interest, have a purpose and be well-organized.

Psychological withdrawal predeces dropout.

Case #4.

THE TEACHER-LEARNING TRANSACTION

Constant re-motivation is needed for the ABE student. The teacher must find ways to bring motivation factors into the learning process.

A good climate for learning is essential.

Four basic conditions for effective learning:

1. Class atmosphere must be warm, friendly and free from threat. Student must never feel rejection by teacher or other students.
2. New ways of acting should be encouraged. Classroom must provide warm, emotional climate. This should not become over-protective. Opportunities for experimentation--protection from ridicule.
3. Student must gradually learn to become independent of teacher's learning support.
4. For effective learning to take place, there must be effective, three-way communication--from teacher to student, from student to teacher, and from student to student.

Teacher skills needed:

1. That of stimulating a clear and self-evident sharing of goals.
2. That of developing clear "rules of behavior" for the group--students need to know when and in what way to participate.
3. That of providing opportunities for constant evaluation.

Good learning conditions include unrestricted communications, sharing of responsibilities, recognition of individual differences, freedom of growth, self-evaluation, individual conferences.

Teaching techniques--role playing, non-directive discussion, buzz groups, directed discussion, field trips, guest experts.

Teaching-learning experience is a quest for honest communication. Knowledge is important. It is the <u>import</u> of knowledge for the learner which is at issue. Learning, however, cannot take place unless and until the student translates and incorporates the knowledge in relation to his questions and his problems. Genuine learning does not end in ideas but in muscle and gland, in changed behavior. A person learns as much as he has lived and organically experienced.

To create an atmosphere of discussion free from fear, from arbitrary authority, an atmosphere in which language, feelings and attitudes can be honestly examined, sets several requirements upon the learning group:

1. A non-judgmental attitude, that is, the absence of a narrowly moralistic attitude, on the part of the leader and other members of the group.
2. A realization by all group members that all motivation and all significant learning are, in the final analysis, personal.
3. The acceptance as a group standard of the member's right to be different and to disagree.
4. A realization in the group that all genuine growth stems from the creative power within the individual.

Communication must be relevant--understandable language--an exchange of ideas--a direct expression of feelings.

Goals must be commonly-shared--and encouraged.

Atmosphere must be friendly, realistic, supportive, and must encourage changes.

Individual growth and responsibility.

Involvement--group activities are important to the individual.

Flexibility--in operation and tempo.

Freedom of expression.

Student tutoring.

Thought experimentation.

Evaluations and rewards.

Group experiences--Why is individual in group? How is he accepted by others? What will he gain from experience? Does he understand? Where is he in own stage of learning and growth?

Are motivations greater than resistances? Careful encouragement vs. strong opposition as stimulus for change.

Teacher must have personal approach to problems, understanding individual needs, friendly adult approach.

Adult student differs from child in experience, life-style and in physical requirements for learning. Often he is more experienced than the teacher. He is less receptive to change. However, he knows what he wants.

Student must leave each session knowing he has learned something.

Teacher must strive to overcome the problems of lack of attention, of poor health habits, study habits, and personal habits.

Division of ABE study:

1. Basic skills grades 1-3--much teacher help is needed and reassurance must be given. Individual instruction and individual goals.
2. 4-6--additional group work.
3. 7-8--student works independently of teacher, developing concepts and ideas pertinent to his position.

Adult teaching:

Directions must be clear and concise.

Adults need more creature conforts.

Adults have the education of living--shrewdness--ability to think--common sense.

Teacher must work harder for respect.

Students expect and deserve to be treated as equals.

Teacher is superior to students only in the sense that he knows more about a special block of subject matter.

Teacher must win respect and confidence through the usual social channels.

Student will relearn what he has forgotten much faster than he will learn new material.

Work load must be adjusted due to outside distractions.

Use students' experiences and competencies to advantage.

Physical comfort is a minimum requirement.

Timing is important--

A developmental task is a basic task of living which comes up at a certain period in life. It is determined for each individual by the stage of life he is in and by his own aspirations.

Grow out of the social roles of adult as a parent, family member, homemaker, worker, citizen, or user of leisure time.

Time at which a particular developmental task is dominant is called a teachable moment.

Adult learns what he wants to learn, when he wants to learn it.

Consider the expectations of students' subcultures as well as of students' own.

Start where the student is--how to live in today's world. Teach basic academic skills along with basic skills of living.

Concepts and ideas are best taught by means of concrete, specific examples.

Teaching must be attractive, practical, interesting, meaningful and understandable, oriented to all the senses.

Constant exposure to good English.

Teaching must be useful.

Do's and Don't's:

Don't frustrate good intentions.

Don't get in the way of learning.

Don't thwart motivation and satisfaction.

Don't make tasks too difficult.

Do use good material.

Do help student remember.

Do help student self-evaluate.

Do teach what is useful.

LEARNING THEORIES

Learning is change.

Learning is change in behavior.

Learning requires free and forthright exploration of issues, problems, points of view.

We live in some sort of equilibrium with out environment, and in our continuous efforts to adjust to our environment, we change and learn.

Adjustments are change.

There is resistance to change.

Learning is a quest for self-knowledge.

A person learns as must as he has lived and organically experienced.

Knowledge vs. understanding.

Learning is changing old patterns of living.

Learning by adults--

Student does many of the tasks that in past have been for teacher.

Student is self-sufficient.

Student provides motivation.

Student has objectives.

Student knows plan of attack.

Student learns by doing.

Student has own pace.

Student is rewarded by sense of satisfaction.

Appendix B

What Does it Mean for Me to Learn

Case #1.

1. How do I learn? By assimilating information which causes me to perceive or behave in a new way.
2. What kinds of learning have I undergone?
   a. Learning facts and ideas -- Attending a classroom lecture on U.S. History
   b. Learning new skills--playing chess
   c. Learning new values, attitudes, interests--Discussing problems of racial conflicts

3. How do I know when I've learned? I perceive something as new or different. What is my personal criteria for learning? My thinking, actions or behavior tend to exhibit the fact that I am now perceiving in a new way.

4. What experiences have I learned from? Experiences which have altered my perception.
   a. What did I learn from these experiences? To think, act or behave in a new way
   b. Why did I learn from these experiences? I perceived something in a new way and in a way which had relevancy for me.

5. What classes have I learned the most from? Classes which tended to enable me to perceive in a new way.
   a. What factors and conditions seemed to contribute to this intense learning experience? My motivation was the principal learning factor or condition. However, all other factors or conditions may have influenced this factor.
   b. What classes have I learned the most from? Classes where my personal interest and motivation was high

6. Has most of my significant learning taken place as a result of: 1) classes I attended; 2) personal reading; 3) discussion with friends; 4) preparation for my own teaching; 5) personal experiences; 6) some other personal or group activity? Discussions with friends.
   a. Try to rank these learning experiences in terms of their relative experiences to you: 3, 5, 6, 2, 1, 4
   b. Discuss the reasons why some types of learning experiences have been more meaningful than others. I was able to perceive in a manner which I could see as being of value to me.

7. How much do I know about "how I learn"? Very little (as shown by inventory)
   a. List any generalizations you can about how you learn most effectively.
      1. Most learning results from high personal interest
      2. Learning takes place when an individual perceives something as being important for future reference.
      3. Methods, techniques, conditions, types, principles, etc., of learning are effective only to the extent that they can create personal interest and motivation in the learner.

Case #2.

I. How Do I Learn?

A. When I have been motivated. A person learns when he wants to learn.

B. When I am trying to learn the material must be geared to my physical and intellectual level.

C. When I can see the relationship between what I am learning and the goal I have in mind.

D. When I can measure my progress toward the learning goal.

II. What Kinds of Learning Have I Undergone?

A. The formal or classroom learning situation.

B. The informal learning by self reading and personal interest in a learning situation.

C. From enrivonment learning experience, and my personal background living experience.

1. Learning facts and ideas for myself has been from general motivation and interest in the total subject matter. Such as developing and implementing an ABE statewide program for Wyoming.

2. Learning new skills such as working with large groups of people, small groups of people and the conference type approach to develop the implementation of an inservice workshop for ABE teachers, administrators, teacher-aides, etc.

3. Learning new values, attitudes, interests. I have an entirely different attitude toward the uneducated and undereducated adult, their values and interest after four years of working as State Administrator of ABE and attending national seminars and adult inservice workshops which pertain to these adults.

III. How Do I Know When I Have Learned?

A. My personal criteria for learning is how behavior change was made possible and what learning caused these behavioral changes such as attitude, etc.

IV. What Experiences Have I Learned From?

A. The experience that I learned from such as motivation through intensive studying and group association caused me to learn from others. I know attitude toward learning and behavior is modified by group participation for dealing with ABE professional personal.

B. The reason I think I learned is that with few exceptions adults are very conscious of other people and seek association with them. Adults like myself like to learn with others and to learn from them. Group approval is frequently more of a reward for an adult learner.

V. What Classes Have I Learned the Most From?

A. To me motivation is the most important element in learning. Without it learning is somewhat accidental. Classes that have specific objectives and goals are meaningful to me. I also believe that factors of reinforcement must be strongly motivated in a class so adult students will continue to be interested throughout the course. Such reinforcement of learning must occur as soon as possible and by a variety of means throughout the course.

B. Classes that I have learned the most from are really effective when the teacher has an appreciation of adults as adults. The teacher of the class, as far as I am concerned, must be aware of adult characteristics in learning situations.

VI. Most of My Significant Learning Has Taken Place as a Result Of:

A. Some other personal or group activity seminars and inservice training classes.

B. Personal experiences.

C. Classes I have attended.

D. Personal reading

E. Preparation for my own teaching.

F. Discussion with friends.

1. The reasons some types of learning experiences have more meaning than others to me is the fact that I, as an adult, want to learn. I desire learning that I can put to use as it pertains to my job responsibilities. If the learning is not relevant to my work and everyday life (giving me a sense of accomplishment and satisfaction) then learning is not relevant to me.

VII. How Much Do I Know About "How I Learn"?

A. I think motivation is probably the most important element of learning. It is what forces a person to move toward a goal. It makes him want to know, to understand, to believe, to act and to gain a skill.

The approach to learning for me, as an adult, is individualized instruction and recognition of progress. This is a powerful stimulant to learning for me.

No single method of learning has proved superior to others, but a variety of methods has proven more successful than a single method.

Methods that make a special contribution to the learning process, whether it be to arouse interest, to provide for group participation, or to appeal to the sense of touch as well as to sight and hearing causes an adult to learn best.

Case #3.

1. How do I learn?

   Reading, observing, listening. Taking a formal course, watching someone do something (learning to knit or crochet), observing a class, teaching.

2. a. Learning facts and ideas--Taking a University extension course on Education Foundations I learned facts and philosophies of education.

   b. Learning new skills--Recently I learned how to crochet a vest and how to tile a bathroom.

   c. Learning new values, attitudes, interests--the seminar at the University of Colorado two summers ago gave me education in the problems of the disadvantaged and undereducated from which I gained new values, attitudes and interests.

3. How do I know when I've learned? What is my personal criteria for learning?

   Passing a test in a formal course shows that I have learned. Being able to crochet a vest on my own assures me that I have learned this skill. Personally seeing how I have changed in my thinking and beliefs about the undereducated and disadvantaged assures me personally that I have learned new attitudes and values.

4. What experiences have I learned from?

   Going into the homes of the undereducated and underprivileged during my tutorial teaching last year reinforced the learning I had received before--Practically all of the things they said was true, and I had practical, concrete examples, where before it had been mostly theoretical.

   I learned from these experiences because I wanted to learn and was strongly motivated by my interest in these people and desire to learn all about them that I could.

5. What classes have I learned the most from?

   I would say that the aforementioned seminar gave me a great deal of information as it was an intensive 7:30 in the morning until 10 at night saturation experience, and the various teachers and field experiences were creative, innovative and exciting.

   I would say I am learning a lot from this class, both because of the leader, who has made it a cooperative, pleasant experience, in which we are "encouraged to approach problems and truths as full partners in the learning process."

6. Has most of my significant learning taken place as a result of

(1) classes I attended, (2) personal or group activity such as job-hunting on Larimer Street, visiting the migrant center at Ft. Lupton, hearing some black militants discuss their feelings about job opportunities; (3) personal reading, (3) discussion with friends, (4) preparation for my own teaching.

The learning experiences described above as more meaningful than others were exciting, concrete, practical experiences that I vividly remember as compared to learning from lectures in my extension classes.

7. How much do I know about "how I learn"?

a. I learn most effectively when it is something I want to learn and have a practical use for. I have to know quite definitely what it is that I am learning and what is expected of me. My personal readiness is great right now for any new learning because of my age and the feeling that my family is raised and I know have time to devote to my own personal interests and ambitions.

(1 I have been engaged in all types of learning---subject matter in the course in Guidance and Personnel and Educational Foundations I took last year; I have learned to crochet, lay tile, and beginning skills of oil and acrylic painting, and with the Adult Basic Education I have learned many new attitudes and values.

(2) My motivation and readiness has been great for personal reasons such as self-improvement, possibility of a job and also having a salary.

(3) The principles of learning such as degree of motivation being important, readiness, sense of satisfaction which results from achievement, concepts and abstract ideas best taught by means of concrete, specific examples of familiar situations, and that adult growth depends on how ideas are taught and whether adults are encouraged to approach problems as partners in the learning process all have applied.

(4) As a middle-aged adult, the knowledge that I still could learn was exciting and stimulating.

(5) My learning has taken place under both formal and informal conditions and I feel that both were effective, but the informal was probably the most interesting.

(6) I seem to learn from a kind, friendly, interested teacher. I like to feel the teacher is helping you to learn not daring you to learn in spite of him as I felt in one University class.

(7) The teaching methods and techniques that seem to be most effective with me are the informal discussion groups utilizing audio-visual media and a variety of techniques so that you keep interested. I do not care for the straight lecture method. Field experiments seem valuable to me. In one class we observed several classrooms and gave evidence of what we thought were satisfactory teacher-pupil relationships, and how the teacher had provided a desirable environment for learning, how did we assess the teacher's attitude toward her class--this was a very satisfactory experience in that we could take our theoretical learning and apply it in a practical setting and this reinforced the learning. Any technique or method that allows a student to participate seems to me to be more desirable than where you just sit and take notes.

Appendix C

The Adult Basic Education Teacher

Case #1. TEACHING ADULTS

WHAT IS LEARNING?

Clayton[1] says, "to learn is to engage in an experience that affects the psychological functioning of the individual in ways that will result in changes in his behavior." This statement refers to learning as both a process -- "to engage in an experience" and as a product -- "changes in his behavior." Dewey[2] points out that learning is a dynamic experience which continues as long as there is social and mental growth. Adults, young and old, are capable of continuous social and mental growth. Hence, adult educators provide settings which facilitate behavioral change.

Facilitating learning requires knowledge and comprehension of how students learn and the factors which influence behavior changes. Hilgard[3] lists some useful generalizations about learning. These statements which a majority of learning theorists would agree are as follows:

1. A motivated learner acquires what he learns more readily than one who is not motivated. The relevant motives include both general and specific ones, for example, desire to learn, need for achievement (general), desire for a certain reward or to avoid a threatened punishment (specific).
2. Motivation that is too intense (especially pain, fear, anxiety, may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult discriminations.
3. Learning under the control of reward is usually preferable to learning under the control of punishment. Correspondingly, learning motivated by success is preferable to learning motivated by failure. Even though the theoretical issue is still unresolved, the practical outcome must take into account the social by-products, which tend to be more favorable under reward than under punishment.
4. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

5. Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure.
6. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain to failure. Realistic goal-setting leads to more satisfactory improvement than unrealistic goal-setting.
7. The personal history of the individual, for example, his reaction to authority, may hamper or enhance his ability to learn from a given teacher.
8. Active participation by a learner is preferable to passive reception when learning, for example, form a lecture or a motion picture.
9. Meaningful materials and meaningful tasks are learned more readily than nonsense materials and more readily than tasks not understood by the learner.
10. There is no substitute for repetitive practice in the overlearning of skills (for instance, the performance of a concert pianist), or in the memorization of unrelated facts that have to be automatized.
11. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results, aid learning.
12. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.
13. Spaced or distributed recalls are advantageous in fixing material that is to be long retained.

THE LEARNING PROCESS

The foregoing generalizations suggest a blueprint or a model of learning. Steps in the learning process appear to be cyclical. First, the learner consciously recognizes a problem or individual need; second, learning experiences are selected, and third, practiced; fourth, learner obtains evidence of results; fifth, results are generalized and integrated; and sixth, assessment of results and finding new dissatisfactions and problems.

The role of the adult educator, as pointed out earlier, is to facilitate learning, and therefore, the educator helps the learner recognize his present

needs and probable future needs; helps him select appropriate learning experiences; and helps him evaluate his progress.

THE TEACHING-LEARNING TRANSACTION

Facilitating learning, in large part, requires an insight into learner needs. Adult education activities are generally group oriented, which means that different capabilities and interests are present. Individual differences materially affect learning outcomes in a group situation. Educators who are insensitive to these differences run the risk of "not reaching the student." Thus the teaching-learning transaction stresses attention to individual needs through group interaction.

There is no scientific evidence that any one teaching method is superior to another. Wallen and Travers[4] claim "that different teaching methods emphasize different principles and neglect others." Since this is the case, there is little likelihood that any one method is superior to any other when the over-all effects of teaching are appraised." Nevertheless, there is general agreement that participative learning is more likely to effect cognitive and affective changes than didactic methods. McKeachie[5] observes "a common desire (by educators) to break away from the traditional instructor-dominated classroom and to encourage greater student participation and responsibility." Toward more student responsibility, the student-centered teaching method has emerged.

McKeachie[6] describes twelve dimensions of student-centered teaching. Briefly, this method emphasizes the role of students in setting educational goals, in determining learning experiences, and in sharing responsibility for evaluating achievement.

In the opinion of the writer, the ideal adult educator is student-centered. He involves his students, by actively participating, in planning,

implementing and evaluating educational activities. He recognizes individual differences and is responsive to felt needs of his students. Finally, he sees learning as both a process and a product. The process is problem oriented and the product is a conscious social and/or mental change in the learner.

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Case #2. THE TEACHER-LEARNING TRANSACTION
Personal Inventory

1. Personal view of the "ideal teacher".

The ideal teacher is a teacher who creates circumstances in which learners can make learning responses. The ideal teacher views himself more as a stimulator and assistant of inquiry than as a dispenser of knowledge, truth and wisdom.

The ideal teacher is motivated by a deep feeling that every person is endowed with great human dignity and great potential.

The ideal teacher constantly seeks self-improvement, in particular keeping up with advances in the behavioral sciences and in the subject matter areas with which she is primarily concerned. She tries to exemplify the spirit of inquiry and can communicate the excitement of learning because she lives that excitement.

The ideal teacher seeks, evaluates and appropriately and creatively uses new teaching methods and technological devices.

"The ideal teacher could be described as people-oriented, more interested in people than things, more interested in individuality than conformity, and more interested in finding solutions than in following rules. She would be considered a mature, integrated personality that had chosen her own role and relationship to society and coveted for everyone else the same privilege."[1]

2. What personal characteristics does the ideal teacher have?

In researching the ideal teacher, we found that practically all authoritative sources felt there was very little difference between the characteristics needed by the adult basic education teacher and the effective teacher in any other setting. On the other hand, they felt that they must be present in the basic education setting, while teachers in other programs may not possess such characteristics and the programs still manage to survive. "Right attitudes"

"leadership qualities", "caring", are some of the terms used to describe the ideal teacher. Specifically defining what these are is difficult, but we personally say having a warm, kind, accepting, non-judgmental personality is essential, along with great patience and flexibility. Enthusiastic about teaching, interested in people and their backgrounds and home situations, and competent in subject matter and trained in teaching skills would be other important characteristics. The Modesto Jr. College report on the New Hope Adult Training Center report on qualities needed for Basic Education teachers listed in order of importance: Understanding, Flexibility, Patience, Practicality, Humor, Creativity, and Preparation.[2] Horn says "It's how a teacher feels inside that counts... One has got to love teaching--to feel that he has something important he must communicate...Withoug enthusiasm, teaching is merely a mechanical skill... Good teachers are interested in their students. They can and should be interested in subject matter, too, but that comes second. The primary goal is to accept, understand, and try to communicate..."[3] One of the dropouts quoted by Horn said "Some teachers are great... They put bandages on my hurts--on my mind, on my spirit. Those teachers cared about me and let me know it."[4]

3. How does the ideal teacher view the "teaching-learning transaction"?

a. The ideal teacher views the teaching-learning transaction as that learning is an act of a learner, not of a teacher. In a learning situation, it is the interaction in a learner of internal and external stimulie which is of central and final importance. The object of a learning experience is intellectual change, not any particular planned set of acts performed by the teacher.

b. The role of the teacher is to try to create an environment in which the student feels comfortable and wants to grow. This requires some understanding of each student, for this understanding improves the teacher's chances

of providing appropriate learning experiences. Good teaching consists of creating circumstances in which learners can make learning responses--the teaching act consists of making decisions regarding the experiences which are to occur in the life of a learner in order to help him make responses from which he will learn things which are thought to be worth his learning. The student responds to this experience in terms of his own background and common experiences will therefore produce varied responses and varied learnings. The good teacher will involve her students in planning the learning experiences, for if the student has participated in the making of these plans he will have shown something of the basis from which he might respond.

c. The teacher is a helper in the learning process.

d. The teacher is trying to accomplish behavioral change which will make possible the goals and objectives the pupil wishes to accomplish.

4. What methods and techniques does the ideal teacher use?

a. The methods and techniques the ideal teacher uses are varied to suit the subject matter, grade level, and intellectual ability of students. She individualizes as much as possible within the limits set by necessity such as too many students, too few teachers, too little material and equipment. Discussion groups, buzz groups, role-playing, use of programmed material, audio-visual media, one-to-one tutoring are all ways of teaching more effectively.

b. What you are (rather than who you are) is as important as what you do. An administrator's statement "give me a teacher with the right attitude, we can take care of the rest!", sums it up pretty well. The ideal teacher's foremost concern must be the student, and his effectiveness in this concern must be judged on his ability to help the student to develop and maintain self-confidence.

5. Is the ideal teacher "born" or "made"?

Ideally, a teacher is born with many of the personal characteristics listed as being desirable for a teacher--however, it is unlikely any given instructor could possess all of these. With sincere interest and motivation, the characteristics can be acquired. The Modesto report states, "The characteristics needed by an ideal basic education teacher have a variety of component parts. They are similar to the parts of a mosaic where some parts can be taught while others are more readily acquired through a process of maturation. Moreover, the need for these characteristics will occur at varying degrees on both horizontal and vertical planes within the mosaic. This produces an overlapping condition where one essential quality is dependent upon each of the other qualities".[5]

6. What kinds of things can we do to work toward becoming the teacher we want to be?

a. One, being a mature person; two, understanding the psychology of learning; three, developing effective methods and techniques; and four, subject matter competence would be the way we would rank these.

b. What long-range strategy would we set for ourselves? This would be to learn as much as possible about the psychology of learning through reading, discussion, and participation in seminars, extension courses, any workshops given regionally or nationally, participating in civic and cultural activities in which there is contact with different ethnic groups and people from outside the usual middle class. We would also like to learn effective methods and techniques for adult basic classes by observing classes, talking with other teachers, and taking added training.

c. Effectively appraising effectiveness as a teacher can be done by student attendance, behavioral and attitude changes, student interest, and educational and vocational accomplishments. The ABE student is generally

very candid about his evaluation of his teacher, and a teacher can generally know how effective he is.

d. How do we learn how to learn? We know that learning is a continuous process. Accepting any opportunity to be involved in ABE through formal or informal means help you learn how to learn. Taking classes such as these, using a variety of study methods, observing how you react are various ways you learn how to learn. The understandings, attitudes and values needed to be further developed would be more understanding of the psychology of learning, teaching techniques, more awareness of students' intellectual needs, more understanding of their vocational and personal needs, and probably more understanding of testing methods to measure educational achievement and for placement in classes.

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Case #3.

REPORT RESUMES

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Basic Education Teachers--Seven Needed Qualities.

By-- Pearce, Frank C.

Modesto Junior Coll., Calif.

Report Number R-4-1 Pub. Date. Sept. 66

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Descriptors--*Adult Basic Education, *Teacher Characteristics, *Teacher Attitudes, *Teacher Evaluation, *Effective Teaching, Research, Interviews, Teacher Selection, Questionnaires, Administrator Attitudes, Student Opinion, Modesto, Stanislaus County Multioccupational Adult Training Project

A study was made by Modesto Junior College, Modesto, California, at the New Hope Adult Retraining Center, part of the Modesto multioccupational project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brainstorming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule designed for screening potential teachers, called for backgroung information and attitude measurement of applicant reaction to set situations and position statements. Eight references were included. (JA)

BASIC EDUCATION TEACHERS: SEVEN NEEDED QUALITIES

The adult who requires basic education is usually handicapped intellectually, socially, politically and economically. He is a wasted community resource, since the condition he represents often breeds suspicion and tension, endangers democracy, slows cultural and technological progress, promotes poverty and disease.[1] One solution for this national problem lies in education and the key to education is the TEACHER.

An educational program designed to assist in solving this problem is faced with a number of questions. What kind of a person should the teacher be? Are the qualifications any different than those needed by any other teacher? Does he have to function in any particular manner? In considering present and future members of the staff, how can one identify a teacher with the desired attributes?

Study of these and other questions concerning the adult basic education teacher has been limited. Usually, it is confined to opinions such as "The basic ingredient common to teaching at any level is understanding and the desire to teach."[2] This seems reasonable, but is it based on any systematic study? Equally important, is understanding enough to be effective or the most important for that matter, and what kind of understanding is needed? Pearl suggests that we need to select non-judgmental teachers who have humor and respect.[3] The Educational Policies Commission of NEA suggested that the essential teacher qualities are respect and awareness, but they perceived a somewhat different meaning of these terms than does Pearl.[4] In all, one finds a number of qualities which various authorities consider essential. Unfortunately, there is very little data available to substantiate these descriptions.

Some authors have avoided the direct question and focus their attention on specific qualities, as leadership, in the hope that it represents the needed

characteristics.[5] In this way they choose a field where a great deal of research is available; however, the student does not choose the teacher as he would a leader. The qualities needed for leadership may be similar or the same as those needed by the adult basic education teacher, but this is an assumption that has not been tested. Therefore, it is no surprise that authorities such as Kreitlow make a specific plea for research at the practice level (instruction) in adult education.[6] In so doing he points out the need for action research based upon the needs of functioning programs. Robert Luke supported this stand when he emphasized the problem of training teachers in such a way that one can "involve in educational programs individuals who have been alienated from society."[7] In order to achieve this goal a certain kind of teacher is required. Furthermore, this requirement becomes clearer when one realizes that America has some 8,000,000 functional illiterates plus 15,000,000 adults with less than an eighth grade education.[8] Although our colleges and universities offer a variety of educational and teacher training programs for teachers in other educational fields, very little work has been done with teachers of adults. To facilitate such programs there is a need for factual evidence about teachers in adult basic education programs. Because of this need a descriptive study was initiated by Modesto Junior College at the New Hope Adult Retraining Center.

PURPOSE AND OBJECTIVES

The purpose of this study was to provide an empirical basis for identifying the essential qualities of the adult basic education teacher. Existing programs have clearly indicated that they need such information in order to select teachers who have a high potential for successful performance. In order to meet this need, a systematic study was initiated with the following objectives:

1. To identify those characteristics which students, teachers and administrators considered essential for an effective adult basic education instructor.

2. To define through a practical context each of the characteristics.
3. To develop instruments that would assist in identifying a potentially effective teacher.

PROCEDURE

Three resources were used to gain the needed data: trainees, instructors, and administrators. Group meetings were held with the trainees where the purposes of the study were explained and written descriptions of the attributes of the effective teacher, as perceived by the trainee, were obtained. These descriptions contained both negative and positive characteristics of each instructor. The method for structuring the atmosphere, plus the anonymity of the questionnaire, contributed to the trainee's desire to respond. However, the trainee's inability to express himself completely in a written fashion necessitated detailed group discussions on the needed qualifications of a hypothetical teacher of adults. This procedure allowed each trainee to "brainstorm" for those points which he alone felt were important, while the group session allowed him to amplify and expand his ideas using group cues.

Recorded depth interviews were conducted with the instructors using a case history approach. These confidential interviews averaged several hours in length and the tapes were analyzed for characteristics held in common between the instructors. To supplement this, each instructor was asked to provide a written description of a hypothetical person who he thought would have the qualities/characteristics of a basic education teacher for undereducated and unemployed adults. This latter task was also required of the administrators with the added specification that the hypothetical teacher should be the one they would seek to hire.

Usable, written descriptions were obtained from eighty-five trainees, seven instructors, and two administrators. This was the entire population when the study was conducted.

RESULTS

The teacher's foremost concern must be the adult student, and his effectiveness in this concern must be judged on his ability to help the student to develop and maintain self-confidence. The ideal teacher could be described as people-oriented, more interested in people than things, more interested in inviduality than conformity, and more interested in finding solutions than in following rules. He would be considered a mature, integrated personality that had chosen his own role and relationship to society and coveted for everyone else the same privilege.

Attitudes and skills needed to promote these conditions were reflected in student comments such as, "treated them like a bunch of dirt instead of like people, things we are baby, or comparn with 2 grader." They were also reflected in the teacher's emphasis on the need to maintain and sustain human dignity. Moreoever, their importance was clear in the administrator's statement, "give me a teacher with the right attitude, we can take care of the rest!". The attitudes and skills these individuals perceived are described below in rank order.

UNDERSTANDING

It was found that students, teachers and administrators considered understanding to be of critical importance to the effective basic education teacher. Although each group expressed itself somewhat differently, it was clear that this was a characteristic that the teacher must possess. At the same time, it was found that the concept of understanding is composed of many qualities.

Understanding is based upon mutual respect. It is obtained by the instructor who approaches all students on the same basis, forgetting their past inadequacies and starting anew. Preconceived notions must be laid aside so that each student is given an equal chance to be treated with simple human dignity. Such a teacher will not violate the student's sensitivity by cutting

him short, looking down on him or appearing distant and untouchable. Instead he is willing to take the time to make a sincere and honest attempt to help. In effect, he will have a genuine liking for people and a desire to see them grow as human beings. In fact, the teacher who simply likes people has taken a large step forward toward understanding. This is not enough, however, for it was found that the teacher needs an appreciation for individual differences and the inherent worthiness of all people. He must be sensitive to the smallest grain of worth and use it as a beginning of the foundation upon which to build. It is then that the students see value in such a teacher and consider him "one of those who does understand."

It was found that all of the teachers had been though an experience where they learned the real meaning of being rejected or isolated. Many had firsthand experience in the meaning of insecurity, fear, and in several cases, failure. Yet, in all cases they had been able to rise above these experiences. As one teacher said, "I'm not so different from them (students), I just managed to survive." However, understanding is not insured by having experienced conditions similar to those that surround the student, because in becoming a teacher one automatically removes himself from the same frame of reference. Coming from a background similar to the student does provide the teacher with insight, but he still has to listen and hear what the student says.

Understanding requires active involvement in the student's problems, rather than a sense of sympathy. The student does not want sympathy, but a continual and honest effort to understand his feelings, ideas and goals. Moreover, it was found that there is a fine line between being of assistance and becoming over-involved. This does not suggest that the teacher avoids accepting responsibility, but he does so with a critical eye. By becoming over-involved the teacher tends to operate on an emotional plane where he loses all objectivity. When this happens both he and the student are likely to be hurt. No one is

helped and both must lose. Teachers admit that this is easier to say than to do. Nevertheless, they maintain that the teacher does not do something to the student, but with the student and solutions are achieved because of their cooperative efforts.

It is apparent that understanding is dependent upon the learning climate developed by the teacher. He must be able to project faith and confidence in each individual in such a manner that the student perceives a real atmosphere of hope. Students are well aware of their limitations, perhaps too aware, and they do not need to be constantly reminded. In effect, the teacher must constantly transmit optimism and enthusiasm to his students. This assumes that a feeling of trust exists between student and teacher. When the teacher, for example, makes a mistake or is in error, he should be able to admit it rather than try to ignore the fact. There is no point in trying to "out-con" these adult students. They are themselves master manipulators who have learned to expect hypocrisy from education. Therefore, the honest teacher becomes so disarming that the opportunities for real understanding are greatly improved.

The teacher who achieves real understanding is able to provide a learning situation where the student feels he is an integral and needed part. The effective teacher treats him like an adult and recognizes the value of his many contributions. He does not condemn a point of view or sense of values that are different than his own. Instead he tries to understand his adult students by recognizing the merits of their way of life and he may be surprised to find out there are many.

FLEXIBILITY

The instructor needs to respond to momentary changes in such a manner that using a variety of ideas, methods and materials will be considered the standard approach to teaching. It is not unusual to find that materials prepared

for a given class are no longer appropriate when the instructor arrives. He must be able to discard one idea in favor of another that is more timely at that particular moment. In this way he can take advantage of events that have practical meaning to the student.

In this setting the teacher needs the ability to play a variety of roles as the changing situation demands. Indeed, these programs cannot be highly structured or regimented and a teacher must have self-confidence in his own ability to make frequent adjustments. In effect, the instructor should be able to perform in an atmosphere where the unexpected is part of the daily routine. In this way he helps the student to learn and make intelligent decisions in a way similar to that which will be encountered in everyday life.

PATIENCE

The instructor needs a capacity for repetition, a willingness to move ahead slowly until the student understands his point. After all, many of these adults have not been a part of the educational process for several years. Furthermore, many have met with constant failure in life and they need to learn in small steps where they can experience success. Time must be taken to listen to the student, talk with him and answer his questions. The effective teacher will take the time to explain the same topic in a variety of ways.

In this setting the teacher needs a fairly even temperament. His behavior should be consistent and not constantly changing depending upon his mood. Such a quality helps in withstanding the intense pressure of student problems, while promoting an objectivity that allows one to really help students to solve their problems. In this connection the instructor who has a do-gooder bent or who feels pity in the plight of the student will not function effectively in this program. In fact the adult basic education student wants a teacher who makes him think and work for himself. In this way they know they are accomplishing

something, because both he and the teacher are working together to meet his needs.

Change is a constant, but gradual process that does not occur overnight. On occasion, student actions appear irresponsible or somewhat childish, but the standard methods of correction do not apply. These are not children nor are they retarded. The teacher who is stable and patient will overcome apparent setbacks and see some very dramatic changes.

PRACTICALITY

The teacher should have experienced a wide variety of contacts in our total society so that his frame of reference will be as broad as possible. In this way he can draw from his background materials and experiences that will make learning a meaningful activity to the student. It will also allow the teacher to make use of the student's point of view in relating the subject matter to "us" and "our lives."

It was found that a variety of contacts in the world of work, with different races, with a variety of agencies and institutions, and with values, attitudes and customs of different peoples contributed to the teacher's practical orientation.

It does not appear necessary, however, that he have had prior teaching experience with adults. In fact, experience at any educational level may suffice. The conditions under which he has lived may be much more important. It was found that teachers who had been exposed to the above conditions and contacts were considerably less critical of the students than those who were not so exposed. In fact, such exposure produced broad-minded teachers who accepted students as they are and were, in turn, accepted by the students.

The teacher is more likely to be effective when he presents his subject so that the student can clearly see that what he is learning is something that can be used immediately. If the content seems remote and unrelated to the student's

present needs, the teacher will be considerably less effective. These students require immediate material rewards, since they are not symbolically oriented, nor are they accustomed to delayed rewards. In essence, the teacher needs a wide variety of contacts in the total community in order to have a practical grasp of his subject. In this way the basic needs of the student will be emphasized, rather than the status frills or materials that many educators have felt were nice to know. In the final analysis, it is imperative that the student's growth is considered more important than the subject matter. The teacher who is practically oriented will prevent this from happening

HUMOR

It was found that the teacher must have a sense of humor and the ability to use humor to advantage while teaching. This is an essential quality for the instructor if he is to avoid being overcome by the constant encounter with the complex problems of adults. This setting demands a teacher who can see the humor in events, words and even himself. In fact, through humor the teacher can achieve that all important condition of equating self with the student.

The use of humor requires a fine balance since the teacher must be able to handle some issues with gravity and some with levity. This is a difficult task at best when a wide variety of fairly opinionated students are likely to respond differently to the use of humor in any given situation. Still, he must be able to see the ludicrous under even the most trying circumstance, for in the final analysis it is humor that can provide a refuge for sanity.

CREATIVITY

The teacher needs to be an imaginative individual who enjoys a challenge. In many ways he should be a dreamer who searches for unique or novel solutions in broadening the horizons of the student. After all, he is working with anxious

and fearful adults who often underestimate their own ability. They require a classroom that is alive and stimulating where fresh ways of getting the idea across are in constant evidence. After all, such students are already too familiar with the status quo or routine. This approach failed them in the past and they now seek to avoid the herd instinct and emerge as individuals.

The effective teacher must have a wide range of interests and ideas that lead him to try a variety of approaches in his teaching methods and techniques. In fact, he is teaching in an exploratory situation where materials are simply unavailable and he must rely upon his own resources. Since the tried and true does not exist he must be willing to assume responsibilities in areas that may be unfamiliar to him. In so doing he will constantly strive for self-improvement in order to do the best possible job.

In this setting he needs to be willing to take a chance. In fact, it was found that the non-conformist was often the more productive kind of teacher, because he seemed to enjoy being a part of something that was different and perhaps innovative. Apparently the teacher should not fit the traditional educational system where one does not challenge the usual way of doing things. Instead he needs the mental challenge of producing ideas and methods that can be tried in a new setting. In this way he will have that quality which sets the effective basic education instructor apart.

PREPARATION

Knowledge of the subject matter and how to teach it were stressed by all sources. The teacher who was poorly prepared was of little value in a basic education setting, since his students tend to lose interest and learn slowly. Adult students feel they can immediately identify such a teacher, which in itself would hinder their learning. Students wanted a teacher who was well founded in his subject, knew how to present his material, and knew what aspects were

essential to the adult. It was pointed out that such a teacher could help the student to evaluate himself in terms of his goals and then plan a program to attack his short-comings.

It was also found that the teacher needs to prepare for his assignment by planning. This planning should be in direct response to the student's needs so that a splintering off in all directions can be avoided. This in turn will promote an understanding of what is being taught and why, which is imperative when working with adults. It also allows the teacher to use a variety of techniques in a setting where there is no single most effective technique. Essentially, the teacher needs to plan ahead so that he can stay on the topic and go directly to the point in question. In this way the student can realize maximum participation, while feeling that the instruction is directly related to his individual needs. He knows what to expect from his training as well as what will be required of him.

Students had little patience with laxity in an adult setting. They desire a structured atmosphere where all students are required to work and learn. Differences in instruction should be related to the student's level of ability and their individual goals rather than personality differences. This emphasis should not be construed as meaning that adult students wanted to be pushed or forced to work since this would be self-defeating. A teacher needs to be firm while remembering that he is helping the adult to help himself, allowing him to make his own mistakes and making up his own mind. The effective teacher will also avoid any attempt to placate the student. Such actions may mislead the teacher but they certainly don't fool the adult student.

It was found that the prepared teacher could be described as a persistent achiever, a person who continually sought self-improvement as well as student improvement. He was a person who was not satisfied until he had done his very best. Moreover, he saw in basic education an opportunity to assist the student

to make significant achievements. He felt a personal need to contribute something of value to the student in particular and society as a whole. It was found that the effective teacher considered anything less as unsatisfactory.

TEACHER SELECTION

The total findings from this study were used to design an interview schedule that would assist in screening potential teachers as well as gaining insight about existing members of the basic education staff. The first part of the schedule seeks background information on work experience, travel and training beyond that normally required. The major emphasis occurs in the second part where an attempt is made to identify the necessary teacher characteristics through the applicant's attitude. The measurement of attitude is accomplished by the applicant's reaction to set situations and his response to a series of position statements. All items are intended to reflect the characteristics needed by an effective basic education teacher.

CONCLUSIONS

1. The characteristics needed by an ideal basic education teacher have a variety of component parts. They are similar to the parts of a mosaic where some parts can be taught while others are more readily acquired through the process of maturation. Moreover, the need for these characteristics will occur at varying degrees on both horizontal and vertical planes within the mosaic. This produces an overlapping condition where one essential quality is dependent upon each of the other qualities.
2. It is unlikely that any given instructor could possess all of the characteristics needed in teaching adults basic education. A balance, however, among members of the staff can be achieved.

3. The attributes needed by the effective teacher are derived from a single goal--the ability to help the student to develop and maintain self-confidence. The essential attributes to reach this goal in order of their importance were: Understanding, Flexibility, Patience, Practicality, Humor, Creativity, and Preparation.
4. Understanding that reflects the inherent worth of every individual, emphasizing active involvement in student problems rather than sympathy leads to a learning climate where the student feels he is an integral and needed part. This is the foremost requirement for the effective adult basic education teacher.
5. There is very little difference between the characteristics needed by the adult basic education teacher and the effective teacher in any other setting. On the other hand, they must be present in the basic education setting, while teachers in other programs may not possess such characteristics and the programs still manage to survive.

FOOTNOTES

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Case #4.

CHARACTERISTICS

The effective ABE teacher must be

mature and must understand the interests and needs of adult illiterates.

able to understand adult psychology.

academically qualified.

patient.

in possession of a positive, good-natured attitude.

able to get along with others.

able to accept the adult student without qualification or reproach.

experienced in various work situations.

desirous of improving the program and his teaching techniques.

truly sympathetic of the problems of the under-educated.

effective in his ability to motivate.

enthusiastic toward his job.

dedicated to his job.

sensitive to students' personal needs and psychological needs as well as to his intellectual needs.

ready and able to help with personal problems.

honest with himself in order to be able to be honest with others.

CONTRIBUTIONS TO THE LEARNING EXPERIENCE

The effective ABE teacher must

bring an adult approach to problems.

recognize adult problems in students. The problems of family pressures, financial difficulties, adult physical ailments, customs and habits, hiding deficiencies, need for immediate success, not having to attend class.

be an able counselor.

motivate students.

have clearly in mind the attainments and needs of individual students.

share the responsibility of goals with students.

recognize personal goals and vocational goals of students.

know job facts for the world of work.

structure the situation to include success and emphasize success and progress, for success creates confidence and confidence creates success.

correlate experiences to learning.

not judge morals.

teach self-respect; pride in self; pride in family; pride in race and cultural background.

realize that the ABE student is unique and must permit him to learn in his own way.

relate his own lack of knowlege and need for study to those of his student. Everyone is in need of continuing education.

<u>not</u> teach his own beliefs as absolute truths, but must give credence to those of the student.

PREPARATION

The effective ABE teacher

should have a background of psychological, sociological and educational theory.

needs training in the rudiments of teaching reading.

must be trained to be perceptive about other people.

must know the purpose and process of learning by adults.

must be trained in the skills of diagnosing, interpreting and translating problems that lend themselves to specific educational treatment.

must learn to test informally.

must be able to adapt available materials to the situation at hand.

must awaken an interest in materials to be studied.

must teach the meaning of what is read.

must learn the values sought by students.

must have first-hand knowledge of the backgrounds of students from home visits prior to class and following prolonged absenteeism.

must have had experience in recruiting students.

must have had practice teaching under a supervised program of internship—both in a classroom situation and in a one-to-one tutorial program.

is first and foremost a person, as good teaching involves personal interaction.

EXPECTATIONS

The effective ABE teacher

recognizes why illiterates must learn. "The reply ..... is threefold: The first is humanitarian, the second is economic, and the last is patriotic."[1]

is aware that literacy subtracts from human misery and adds to human happiness and self-respect.

expects to help the under-educated become more productive.

realizes that in a democratic government the people need to be informed, intelligent voters.

hopes to banish illiteracy, knowing that it breeds ignorance, unproductiveness, poverty, ill health, low moral standards.

wishes to teach English as a second language.

wishes to teach reading skills, but also a liberal education that will encourage decision-making necessary for self-realization.

keeps in mind the short term and long range goals of students.

enables the student to live comfortably with two or more cultures.

Case #5.

THE ABE TEACHER - CHARACTERISTICS AND PREPARATION

Generally speaking, I feel the following characteristics are necessary for an ABE teacher: it should be a person who is well-educated in a specific field, who is a mature and reasonable person, who is flexible and adaptable--must be able to adapt readily to each class situation which will vary even if working with the same student because the adult's needs vary from day to day--, who is willing to listen to and take the time to understand all kinds of people who come from all kinds of backgrounds in all kinds of situations (and must not pass judgment in terms of own value system), and a person who is friendly, patient, and dependable.

One author suggests the following characteristics as being desirable:

1. Aside from being academically qualified, the teacher should possess an infinite amount of patience. A positive, good-natured attitude is necessary, as is the ability to get along well with other, and to accept the adult student without qualification or reproach.
2. Helpful to counseling and guiding the individual are a varied background of work experience in labor or trades and an understanding of the difficulties connected with unemployment.
3. The teacher should have an unending desire to improve the program and the effectiveness of his teaching. "Everyone can learn; all we have to do is find the way" should be the ever present attitude.
4. A truly sympathetic understanding of the problems of the undereducated should be a part of the ABE teacher's character.[1]

Curtis Ulmer in the book Teaching the Disadvantaged Adult indicates that a teacher must not and cannot divert his attention from the expectations of his students. He feels that this is one of the basic tenets of good teaching. ..."The ABE teacher...must not guess at the motivations and goals

of his students...he must make every effort to find out what they are. The process of discovering a student's motivations requires time and patience, sensitivity and tact, and a relaxed, receptive manner which indicates to the student that he can speak freely and will find a listening ear."[2] The teacher must consider each student as an unique personality and he must remember that he is an adult. It is the responsibility of the teacher to provide a pleasant social atmosphere which will provide for the deprived person a refreshing social outlet and make it possible for him to acquire a social identy.

A Treasury of Techniques for Teaching Adults lists four basic conditions for effective learning that the teacher is responsible for providing:

1. Class atmosphere must be warm, friendly and free from threat.
2. New ways of acting should be encouraged.
3. The student must gradually learn to become independent of the teacher's learning support.
4. For effective learning to take place, there must be effective, 3-way communication-from teacher to student, from student to teacher, and from student to student.[3]

Kempfer lists and discusses five characteristics desired in an education leader of adults:

1. He must have the ability to participate actively and cooperatively in the challenging adventure of learning.
2. The successful leader of adults must be able to establish an informal and friendly atmosphere in the group.
3. A good adult educator is a specialist--expert along some line. He must know something or perform something well--something that other adults want to know or do.

4. A good leader must be able to relate his specialty to the whole of life... He must help adults see relationships--among individuals, among groups, between an act and a whole social movement, between past and present and future, among institutions, between geographic locations, among people everywhere. The ability to see these relationships is a distinguishing characteristic of an educated and mature person.
5. He must be able to see the community as a whole, not only its special aspects.[4]

Overstreet and Overstreet in their book Leaders for Adult Education have summed this topic up quite well:

"Adult educator can't be simply a person of goodwill and generous impulses and large ignorance. He must know something well--can't be simply a person who knows something well, but is profoundly ignorant about the mental and emotional make-up of the adult human being and of the society in which he resides...can't be simply a schoolman in a traditional sense of the word--a person trained in pedagogy and in not much else. To train anyone, including oneself, to become a genuine adult educator is a large order. For the adult educator expert must be in a sense two or three experts rolled into one:

1. must have specific and accurate knowledge about something
2. must know people and human society
3. must know special hopes and problems of his education profession.[5]

Up to this point I have been discussing the characteristics of a good ABE teacher. I have approached it briefly from my personal viewpoint and then have included ideas on the subject that I have found in my reading concerning adult education. In the second part of this paper I will discuss the preparation of the ABE teacher.

It has been said, "There is no poor teacher of adults--for long. Adults simply will not waste time with leaders who fail to give them what they desire--something worthwhile in palatable form."[6] In discussing professional competency as a basic tenet of adult education, Curtis Ulmer makes this statement..."professional competency means teaching the student what he wants to know in an interesting, understandable way...In the case of dropouts--the student will either sense that a course is worthwhile, or he will have the opposite reaction to the climate of learning the teacher creates."[7] In order to provide what the student wants in a way that is interesting and understandable, the teacher must utilize a variety of materials, enlist the assistance of the school and community, and use his imagination. This same discussion continues by saying: "As for getting the message across, he will know how to reach his students if he knows where they are and why, where they came from and where they are going.(Psychologists call this being able to relate to people... ABE students call it good teaching.)[8]

In attempting to provide interesting classes for adult students, the teacher will be competing with fatigue--many adults have worked all day before coming to class, etc.; with a variety of family and job responsibilities; with the world of entertainment; and the thousand and one interesting things that appeal to the adult.[9]

The job of the ABE teacher is a big one demanding both time and effort. "It seems reasonable...that the teacher should take advantage of any help

he can get from community agencies, from good instructional materials, and from teacher aides (volunteer and paid helpers, which include college graduates and disadvantaged students.)[10]

Douglah and Moss in an article in Adult Education describe four areas of study unique to adult education:

1. history and philosophy of adult education
2. study of how adults learn, and the investigation of factors which facilitate or impede the learning process
3. study of motivational factors which prompt an adult to seek out educational opportunities
4. investigation of the area of instruction, including the study of what methods are most appropriate for disseminating knowledge developing skills, and changing attitudes.[11]

Professor W.C. Hallenbeck suggests that the content of training for adult educators include the following:

1. history of adult education
2. philosophy of adult education
3. function of adult education--deduced from an analysis of the social scene which involves a knowledge of the chief characteristics of American culture and an understanding of the place of adult education in that culture
4. administration of adult education
5. emotional requisites for adult education--belief in people and a better world, sense of mission, genuine interest in adults, broad interests and a variety of living experiences
6. community and community organization
7. psychology of adults
8. methods and materials

In this same discussion the importance of experience is emphasized.

> "A broad educational background can provide only a base of the development of adult educators. Higher competence comes from diversified and rich experience. The following kinds of experiences are recommended: adult-group leadership in a variety of areas using discussion methods; teaching adult groups in laborabory, shop and academic areas; participation, as a member and leader, in the program and educational committees of community organizations; close association with a variety of experimental, research, and trial adult-education projects; diversified occupational experience and a variety of interests outside the field of education; and reasonable extensive travel."[12]

Kempfer said that the professional courses most commonly available to undergraduate and graduate students are usually concerned either with a general introduction to the field or with organization and administration, principles and philosophy of the movement, psychology of adult learning, or methods and materials. Occasionally there will be more specialized courses in community organization, intergroup relations, human relations, family-life and parent education, public affairs, education for the aging, or use of mass media available. Beyond these specific courses the potential adult teacher in most colleges and universities may further their preparation by taking and adapting related courses in such fields as anthropology, sociology, social work, secondary or higher education, psychology, and the content fields. Kempfer notes that the professors in most of these fields are oriented to secondary and higher education or to research, and usually are of only limited help to students interested in working with adults. It should also be pointed out that except in the field of vocational education very few adult educators have any preservice opportunity to teach adults under supervision.

As adult education continues to develop into the fourth great segment of our educational system, with its own unique characteristics and clientele, it seems imparitive that all educators need to become familiar with adult education. There seems to be a real lack of understanding about adult education by other teachers, principals and superintendents; it would be advantageous to all if there was understanding and cooperation between the various areas of education.

Kempfer continues his discussion:

> "As adult education grows, no doubt more colleges of education will include curricula combining formal instruction, field observation, and internship designed to develop these competencies: ability to identify and define learning needs, interests and capacities of adults; ability to organize suitable learning activities to serve these needs; familiarity with a wide range of educational approaches, and ability to select and use appropriate ones with the necessary instructional techniques; ability to develop appropriate instructional materials; methods of helping a wide range of community groups to develop better educational activities; practical knowledge of the psychology of adult learning; knowledge of current literature bearing on the special adult fields; ability to locate and use appropriate resource personnel; competence in dealing with controversial issues.[13]

There are two other areas that I would like to see discussed since I feel they should be considered in attempting to set up a syllabus for an ABE teacher training course.

I think we should discuss teacher certification because there are many pros and cons on this topic. It seems to me that we should be thinking of certification for the ABE teacher which undoubtably contain most of the

qualifications now required for public school certification. Perhaps with some thought certification could become a positive part in strengthening the ABE program and the profession of adult education; and hopefully, it can be done in such a way that ABE can still continue to take advantage of the excellent resource people (volunteers in particular) in the community.

Another topic I would like to see discussed in a little more detail is in-service training. Since many ABE teachers can not even take advantage of the training that is available now, it would seem wise to expand and improve the in-service training programs for both volunteers and paid staff.

FOOTNOTES

1. Dan Donohue and others, Guidelines for Teaching the Undereducated Adult, (State Superintendent of Public Instruction, Olympia, Washington), p.18-19.

2. Curtis Ulmer, Teaching the Disadvantaged Adult, (Athens, Georgia: College of Education, University of Georgia, 1968), p. 84.

3. Virginia B. Warren, editor, A Treasury of Techniques for Teaching Adults, (Washington: NAPSAE, 1964), chapter 11.

4. Homer Kempfer, Adult Education, (New York: McGraw-Hill Book Co., Inc., 1955), p. 319-320.

5. Harry A Overstreet and Bonaro W. Overstreet, Leaders for Adult Education, (New York: American Association for Adult Education, 1941), p. 38.

6. Kempfer, op. cit., p. 314.

7. Ulmer, op. cit., p. 84.

8. Ibid., p. 84.

9. Kempfer, op. cit., p. 314.

10. Ulmer, lp. cit., p. 85.

11. Mohammad A. Douglah and Gwenna M. Moss, "Adult Education as a Field of Study and Its Implications for the Preparation of Adult Educators", Adult Education, (Columbia, South Carolina: American Education Assoc. of the United States of America, 1968), p. 129.

12. Kempfer, op. cit., p. 315-316.

13. Ibid., p. 329.

Case #6.

WHAT IS THE KIND OF TEACHER THAT I AM TRYING TO BECOME?

The kind of a teacher that will try to do myself out of a job as quickly and efficiently as possible. According to Garrison,[3] if all teachers were to take this aphorism seriously and consider instruction in terms of behavior changes in students, a teacher would be forced to re-examine his basic approaches to teaching. He might come to realize that his chief duty is not to transmit and discuss what has already been known but to train a student to think with increasing independence of a teacher. Other questions which he would have to consider are (1) whether students are actually treated as individuals in any concrete and productive sense; (2) the usefulness of the question-and-answer pattern in examinations and discussions; (3) the value of small classes and low student-faculty ration; (4) the value of covering large amounts of material; and (5) the widsom of thinking in all-or-nothing terms when developing new approaches to teaching.

HOW CAN I BECOME THAT KIND OF TEACHER?

There are a number of ways in which a teacher can become more effective in the classroom situation. Among them are: (1) desire on the part of the teacher to do an even better job; (2) teacher education programs which have been designed to produce skilled and effective teachers; (3) teacher institutes, workshops and in-service training should be used in upgrading a teacher's skill, knowledge, interest, and desire; (4) profiting from past experience in classroom situations and (5) the development of a "cooperative clinical teaching center" as outlined by Smith.[7]

1. What is my personal view of the "ideal teacher"?

   The ideal teacher is one who can motivate his students to take positive, constructive action through their own initiative.

2. What personal characteristics does the ideal teacher have?

   As pointed out by Myers[5] using factor analytic procedures, ten teacher traits can be isolated: communicative ability, stimulation, control, assertiveness, composure, dynamism, friendliness, wit, profundity, and intimacy.

3. How does the ideal teacher view the "teaching-learning transaction"?

   As a procedure for maximizing the individuals inherent ability-to-learn process of each student.

a. What is the role and responsibility of the teacher? To stimulate and motivate the student. Of the student? To put himself into a position of receptiveness.

b. How does the teacher facilitate learning by the students? By creating an atmosphere of learning which is productive and non-threatening.

c. Is the teacher a "helper" (Rogers) or an "instructor" (Rickover)?

   The teacher is a "helper". He sets up a learning condition which allows the students to progress through their own initiative and ability with the teacher serving as a guide and motivator and not as an imparter of imformation.

d. What is the teacher trying to accomplish in the classroom? Goals, objectives, etc. The goal of the teacher is to stimulate students to think and act in terms of mature rational behavior and to be able to draw upon past knowledge in making future decisions.

4. What methods and techniques does the ideal teacher use? Schmidt[6] lists the following teacher methods and techniques: (1) presentation according to clarity; (2) organization; (3)pace; (4) quantity of material covered; (5) preparation; (6) logical sequence; (7) handling of questions; (8) tolerance of student opinion and discussion; (9) kind and purpose of assignments; and (10) difficulty and frequency

of tests. Mathieu[4] mentions one more technique and that is the need for distinct gestures by the teacher to secure response, feedback of correct response and retracing.

a. Do these vary with: 1) subject matter; 2) grade level; 3) intellectual ability of students, etc.? Yes. To assume that they don't vary is to assume that all students are alike.

b. How important are methods and techniques of the ideal teacher (what you do vs. who you are)? An ideal teacher should present himself in such a way that the students would recognize only the What you do and not the Who you are.

5. Is the ideal teacher "born" or "made"? Both, to believe that you can take a person irregardless of heredity and environment and train him to become an ideal teacher is a fallacy. It is also a fallacy to believe that a good teacher cannot become a better teacher. The qualities of "born" and "made" are both important in producing ideal teachers.

a. Can most persons become an ideal teacher if they have the necessary motivation, training, character, etc.? Yes.

6. What kinds of things can I do to work toward becoming the teacher I want to be? Prepare yourself to teach as effectively and efficiently as possible with the goal of working yourself right out of a job. By utilizing the items mentioned in the second question of page 1, a teacher can prepare himself to become the kind of teacher that he wants to become.

a. What is the relative importance of: 1) subject-matter competence; 2) understanding the psychology of learning; 3) developing effective methods and techniques; 4) being a mature person? The importance of these items is in direct proportion to the kind of teacher one may

become. A high degree of competency in each of these areas will insure a competent "ideal" teacher.

b. What long-range strategy should I set for myself? Your goal should be to become effective in each of the four categories mentioned in the above question. What types of activities would be included in this strategy? Activities designed around acquiring more education through reading, schooling, and experience.

c. How can I effectively appraise my effectiveness as a teacher (engage in a continuing evaluation of my teaching effectiveness)? By using self-evaluation, student evaluation, peer evaluation, and supervisor evaluation techniques.

d. How do I learn how to learn? Motivation, desire and practice.

1) What understandings, attitudes and values do I need to develop? Butts[1], in his studies of attitudes concluded that teacher attitude is an important factor in implementing change and Doster[2] devised models to change the image of teachers and put him in effective contact with his class. Doster also lists ways to stimulate a more "realistic" approach to teaching at all levels. The rating and evaluation techniques employed by a teacher will also serve to point out areas of strengths and weaknesses and indicate understandings, attitudes and values which may need to be developed.

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Case #7.

THE "IDEAL TEACHER"

I believe the "ideal teacher" needs knowledge and skill in these three areas: (1) Psychology of adult learning and establishing the conditions necessary for learning, (2) Methods, techniques and devices, and (3) human relations training.

I believe the "ideal teacher" should sincerely "care" about each student as a human being and be able to portray this feeling to the individual (take advantage of the Hawthorne effect).

The "ideal teacher" needs to recognize the fact that we are all learners by nature and that each person in the classroom has things to learn as well as things to teach(including the teacher). It should follow then, that the teacher's role would be that of a person who facilitates learning. He would be a helper rather than an instructor. He would help students recognize their deficiencies. He would help students "learn how to learn" (Educators have been quite generous in telling people what to learn but for the most part have overlooked one's need for discovering how to do it.)

The responsibility for learning rests with each student. It is said that a person will never read unless he is given a chance to read, he will never write unless he is given a chance to write and he will never learn unless he is given responsibility for his own learning.

It is necessary that the teacher help the student set realistic

goals for himself. These goals need to be clear and understood by the student. A recent study (ERIC Ed-023-978) in a correctional center gives support to these ideas.

A management training game was used and a written contract of performance was negotiated with each student. After meaningful goals were accepted, specific deficiencies were established. Remedial work, vocationally oriented, was prescribed on an individual basis. The contract required a 25% increase in the number of frames of programmed instruction to be completed each week. It was broken down on a daily basis and when the student had completed his contract for the day, he was allowed to choose his own reinforcement (an event he enjoyed for a short length of time 10-15 minutes -- looking out the window, smoke break, talk with the warden,etc.).

It was found that after one month the subjects were completeing twice as many frames in one-half the time. The results were attributed to the establishment of reasonable goals which were spelled out in behavioral terms and then agreed upon (written contract).

Research regarding powerlessness of persons to be active agents in their own lives was summarized by Jane Zahn (Vol. xix, No. 2, 1969, Adult Education). It was pointed out that feelings of powerlessness affected learning as well as motivation to learn.

Peters, (Vol. xx, No. 1, 1969, Adult Education) determined that internal control subjects (persons having feelings of control over their lives) retained more information than external control subjects (persons feeling powerless to affect control over their lives). The results of the effect of internal control on retention scores was $F=31.84$, $df=2/210$ significant at the .001 level.

It was also pointed out in this study that participation in occupational educational programs was greater by those who felt they had some control over their future.

These studies have shown that self-attitudes greatly affect participation and information retention. To combat these feelings of powerlessness requires success experiences. It is thus necessary for the ABE teacher to help adult learners establish realistic goals and provide opportunities for students to become involved in successful endeavors.

Educational methods, techniques and devices to be used are determined by the teacher according to the learning situation. Skill in using various methods, techniques and devices at the appropriate time can be developed in ABE teachers.

I see the "ideal teacher" as one who is educated for the task. A person can be "one heck of a good Joe" (personal attributes plus) but not teach very much to very many people.

I feel that each of the four areas: subject matter competence, understanding the psychology of learning, developing effective methods and techniques and being a mature person are equally important.

The kinds of things that I might do to work toward becoming a better teacher require the same steps as for other adult learners. These would include: a recognition of a deficiency or inadequacy in one's present state, a desire to correct this deficiency, and a plan of attack.

A deficiency might be brought to one's attention by several means: his supervisor, student retention, student achievement,

student evaluation or an honest self evaluation. It is a responsibility of the teacher to "listen" with an open mind, to statements and comments regarding his effectiveness and critically analyze not only his own but his students performance. This will not be an easy thing to do and as I see it, the key lies in helping the teacher become a mature individual.

Hallock Hoffman divided educators into categories of "quick" and "dead". "The quick," he explained, "are people who can hear questions, and the dead are people who know the answers. The quick are learning. The questions disturb them and make them look again at their own systems of thinking about the world. The dead do not want to hear questions, because they prefer the comfort of a tidy, well-explained world." People of today have no patience with "dead" guides.

After a teacher's deficiency is clear and well defined and there is a desire to correct this deficiency, a plan of action needs to be devised. Some persons may be able to develop their own "plan of attack" especially if they clearly understand their deficiencies. Others may seek help from institutions of higher education, not only for diagnostic purposes but for prescribing treatment.

Case #8.

I. My Personal View of the "Ideal Teacher".

Competent teachers of adults are those who have retained their insight into the problems and hopes of other adults, and have recognized the importance of flexibility and diversity in working with adults.

A good adult teacher appreciates student interests and accomplishments and is ready to suggest feasible goals to students. One of the most important characteristics in teaching of adults is patience. The patient teacher encourages students to take the time needed for learning and digesting what is being studied.

The teacher of adults is a leader. He leads because he is prepared. He can recognize in his students the good they bring to class and their individualities and distinct needs.

The effective teacher makes it possible for the adult student to experience success in the class and not feel that he has been criticized, that he is clumsy or that adverse attention has been called to him in any way. The student feels the friendly, cheerful, congenial atmosphere that the teacher creates.

Case #9.

WHAT CONSTITUTES A GOOD A.B.E. TEACHER?

1. The teacher must have an understanding of and a concern for people. This concern for people includes thinking of people as ends in themselves, rather than as means to ends. In addition, the teacher must be able to maintain good rapport with his fellow humans.

2. The teacher must have an understanding of and concern for Adult Basic Education. This would include an understanding of the A.B.E. learner himself, as well as an understanding of A.B.E. philosophy.

3. The teacher must have a solid background in the subject matter which is to be taught. In addition, the teacher must be proficient in using the methods, techniques, and devices most suited to his students, the subject matter, and to himself.

Case #10.

What Type of Teacher Undereducated Adults Seem to Need:

a. Patient -- The students always take twice as long to do a job as you think they will. The ones who finish earlier need to have things which they can do on their way to help themselves.

b. Versatile -- They have a short attention span and need four little, short things to do per hour. Lots of drill is needed, but it needs to be disguised a bit each time. They don't like what "we did before."

c. Quickly analytical -- The teacher needs to be able to size up the lacks, weaknesses and strengths of the students in one class period, if possible, without seeming to be doing this.

d. Humorous -- The ability to see the funny side of even pathetic problems and never to "get down."

e. Optimistic -- The teacher needs always to believe in miracles and never give anyone up, and never to think of any problem as impossible to solve. He needs to send out rays of this feeling to the students since they are easily discouraged. He needs to feel that with time the students will pick up what is going on.

f. Understanding -- The teacher needs to know the fear, sense when things are too much for the students, and ease up on them. At the same time he constantly needs to expect more of them and to push them GENTLY on to doing more....<u>using</u> the things they have learned. <u>Expect</u> them to do this.

g. Philosophical -- He needs to keep trying to get the students to assume responsibility for their own learning, to help them face their fears and get around them. He needs to explain the reason for each lesson, <u>why</u> it is so designed, <u>what</u> it is to teach, <u>how</u> to do the lesson to learn the most. (These students are often pig-headed about finding short-cuts or devising their own method of

doing, or doing the thing backward....defeating the learning process, but "getting it done.")

h. Creative -- He needs to be able to think of new approaches....go at the same lesson a bit differently.

i. Perceptive -- He needs to be able to <u>see</u> practical application, short-range tricks, so the students can learn <u>something</u> quickly and see their success, along with long-range work, so that <u>something</u> is always growing and building up.

j. Tomorrow-looking -- He should be able to instill in the students AWARE NESS of the world around them....all the interesting things they don't know but could learn about, and he should recognize that he will not teach them all they need. Students need to learn to teach themselves.... learn how to do things, want to do them and graduate from the teacher's loving care into responsibility for their own learning.

k. Flexible -- He should be free to have a "hot spur of the moment" inspiration and time to try it. If what is planned is not quite right, drop it, adapt it, or forget it.

SUCCINTLY: BEING THE FIRST GRADE TEACHER SO MANY OF THEM NEVER HAD.... while remembering that these are adults learning a child's lessons....never take for granted that "anybody would know that."

Appendix D

Quality Adult Basic Education Program

Case #1.

In contemplating a quality ABE program, I feel that there are six important areas to be considered. I have listed these as the following:

1. needs of the prospective students
2. financing
3. staff, location, time and frequency of classtime
4. publicity
5. courses planned
6. evaluation.

Using these as guidelines, I would like to briefly describe our tentative program proposed for our summer ABE classes. This will be of an experimental nature, since our ABE classes usually terminate the 1st of May or the first week in June and do not resume until September.

There will actually be two programs in operation this summer. These developed because of two very different areas of student needs indicated by student questionnaires and a math testing program. The one program will be a math class for the ladies in the Laramie LPN program. They must improve their math proficiency by August 1 in order to be able to complete their LPN program.

The second program will be a continuation of the winter day-time ABE program. We will make special arrangements for night students and others who are unable to attend the morning classes. The staff will pick up workbooks, etc. and grade them as the students completes work in them. Staff will be available via phone for needed help. I am sure that in some instances volunteer staff will be able to work part time with students unable to attend the day-time classes.

We feel that a summer ABE program is justified for the following reasons:

1. Testing has indicated that all LPN students need the remedial math and it is to be completed by August 1.
2. We feel that a sufficient number of students in the current day-time program indicated an interest in continuing the program during the summer.
3. We believe that this will be a good method of increasing teaching efficiency.
4. This should lessen the need of a fall crash program in terms of recruitment (perhaps a better term in re-recruitment), publicity "getting the ball rolling" again, etc. At the same time we feel that enough time has been allowed for breaks so that the students will not become tired and bored.
5. We, also, feel that by expanding recruitment to a year around basis it can be made more effective. We will definately emphasis follow ups on all contacts, and will expand our contact program.

The two programs I have just described grew out of the needs of our prospective summer students. Once the general goals or objectives have been determined for the program, the student and teacher will decide on the individual goals for the student.

Financing is a very important area--no money=no program. Since this is not a new program proposal, but rather, an expansion of our current program I will not devote much space to financing. Laramie School District #1 will continue as the sponsoring agent for our ABE program. There will probably be some funds available through the Manpower Development and Training Act for some of the funding for the LPN math program. There will be no expenses for heat, lights, or janitors in the summer program.

The LPN math program will be meeting at the Laramie Junior High where their training program is being conducted. It will meet at 1:00 p.m. on Monday, Tuesday, and Wednesday. It will begin May 11; there will be a break May 28-June 8, and another one June 29-July 5. The last class will be July 29. This program will have one head teacher and two teacher aides.

The second program will meet at the Laramie Neighborhood Center in West Laramie. It will meet Tuesdays and Thursdays from 9 until 11 beginning June 8. There will be a week off the Fourth of July, and the last class will be July 30. There will be one head teacher and 4 teacher aides. We will try to give our volunteers some rest and will only call on them when we need extra help or to fill in when one of the staff is absent.

We will continue our in-service training program, and we are hopeful that some of the staff will be able to attend some of the ABE summer institutes.

The summer program will be publicized in the same way the winter program has been publicized. We will distribute our Laramie ABE brochure; current students will pass the work along; and we will utilize the local newspaper, and radio and TV stations. We will, also, send out the information to our mailing list.

The courses will be planned around each individual student's expressed and the teacher-determined needs. The LPN math program will be directed at helping those students attain the necessary proficiency in math needed in their LPN program. We will use the Steck-Vaughn Basic Essentials of Mathematics, Part I and Part II.

The Neighborhood Center Program will be a continuation of the flexible winter program which is geared to the individual student. It will include

students learning English as a second language--both foreign born Laramieites and a few foreign students wives; students who are working on their citizenship requirements; and students who are working on their high school certificate requirements. We will make the necessary adaptations for students coming from the night programs.

Counseling service will be available from Mr. Hal Wedel who is with The Albany County Mental Health Center.

We utilize individualized evaluation with each student in our program and it will be continued similar to the winter program. Appropriate testing will be done when needed; particularly in the LPN math program. We are especially interested in evaluating the entire summer program in order to see its strong and weak points, and to see if it should be included in our program on a permanent basis.

Case #2. QUALITY IN AN ABE PROGRAM

Rather than to approach the subject of quality in education as being a product of teachers, facilities, and supplies, I would like to take the position of quality only as it accomplishes one specific structural objective. This one objective is to "promote individual motivation on the part of the student." The statement may be raised that this is a basic objective and every educator strives to accomplish it. It is now that I would take issue and bring out the following points. It is my contention that this objective is only given lip service as evidenced by the following:

A. Teacher training insitutions stress subject knowledge competency and teaching techniques.

B. Educational administrators stress buildings, equipment and supplies.

C. The general public stress better teachers and more efficiency.

D. The students stress less school, period.

E. Very little educational research has been done to substantiate theories of motivation as compared to the research given other areas of education.

F. Claims are often being made that a certain technique or type of schedule or piece of equipment will increase motivation, but then the evaluative procedures are either not made or are not made known.

G. Learning theorists often dispute and refute each rather than to work together in the building of a workable model.

H. Very little money is expended by the federal or state legislatures for the specific purpose of promoting individual motivation.

The list could go on and on.

To me, a quality ABE program could exist without regular teachers, without new facilities, without new equipment. I believe that a properly motivated adult will seek education in light of his needs and his deficiencies. I believe that his reward is a personal accomplishment and one that he can achieve through the setting of his own goals. I believe that an adult that has been motivated toward attainments in education will become a better citizen and a more productive person.

Up until now I would assume that most readers are nodding their heads in agreement and thinking that this is not a new objective for a quality program. It is now that I would assert myself fully by stating that this can be done and that it is not presently being done in our educational systems.

I would now demand to know why!

Reasons for lack of performance or minimal performance will now range from :

1. We don't know how.

2. It's too hard to evaluate results.

3. We don't have the money.

4. No one else is doing it.

5. That's fine, but . . . . . .

6. That's what our present project hopes to accomplish.

7. You can't do it.

8. That's not the answer.

9. Etc.

To these excuses, I would answer that if a quality ABE program is being sought, then the road to accomplishment is wide and straight. The answer is to devote people, time and money to the objective of creating motivation toward education in adults. I can promise you, that if people want this education badly enough, they will get it and, no (and I repeat) no educationally induced restrictions, hinderances or barriers will prevent them from seeking and attaining the education they desire.

This, then, is my proposal for a quality ABE program. Idealistic,.., perhaps. None the less, it is the answer as I see it.

Case #3.

Quality ABE

A quality adult basic education program not only assumes but demonstrates that all American adults have the right to continue their formal education. As a planned and integrated educational program, a meaningful program of adult basic education fulfills socio-psychological needs, liberates individual talents, and promotes economic independence. The emphasis is on the product or results rather than the process or methodology.

The administrative organization undergirding a quality ABE program provides the best education for the most with the least by the fewest. In other words, results of ABE programs are measured in terms of efficiency as well as effectiveness.

Finally, the quality ABE program continually seeks evidence of the effectiveness of the program. A spirit of renewal prevails and outcomes are under continuous analysis.

Case #4.

What Constitutes a Good ABE Program?

Emphasis on the development of the total person constitutes a good ABE program. This should include the opportunity to develop as far as possible in every aspect of human development. The only limitation in an ABE program should be that of the facilities and instructors. But this limitation should not be a stopping point but only a transfer point. Thusly, the student who progresses beyond the capabilities of an ABE program should not be forced to stop his growth at that point, but should be shown the opportunity for further growth.

The program should not only include the vocational preparation toward which too many programs are presently oriented, but also somewhat less obvious but equally important aspects of life such as human relations, family living, civic responsibilities, spiritual development, physiological development, etc.

I don't feel that you can measure these aspects of development with a yardstick and say that if every student in the program reaches point X, the program has been a success.

Each uniquely constituted human being has different needs in different proportions. The good ABE program does its best to fulfill these needs. The ultimate judge of the program is the student--not the student as a finished product (graduate) but the student as a better human being who has filled a portion of his growth potential, and who continues to grow.

Case #5.

The political, cultural and social values of the American dream are vastly different from the political, cultural and social aspects of the undereducated, underemployed and unemployed, second-class American citizen. Modern life limits the opportunities for decision making and for accepting the responsibilities of those decisions for all society, and especially for those who have a limited view of their potentialities because of limited development of basic skills.

Society and educators must no longer be concerned with protecting their own affluence and well-being, but must encourage full participation in the system.

An effective Adult Basic Education program must be based on a chance for identification of self, the cultivation of pride in and a sense of responsibility toward community, and enlarged opportunities for making the connections between freedom and learning. The program must realize it is confronted with a clientele (1) which has not shared the American middle-class experience, (2) which is in serious disagreement with fundamental premises upon which such an experience depends, (3) which has been 'pushed out' of school, (4) which has been barred from the system, (5) which has been denied the opportunity to develop the capacity to participate.

In attempting to develop a quality ABE program, we have chosen to first consider goals in light of avaluation. We must know what an accepted standard of achievement is before there can be justification of a plan for educating the "illiterate." There must be recognition of the bond between the content of freedom and the form of life of the student.

Education for freedom — freedom from want, freedom to govern, freedom to choose — with intelligence guiding the choices — is a real goal. Active choices, rather than the passive acceptance of choices, are a mark of an educated, free society. A breakdown of law and order in a society evidences the lack of freedom through intelligence of its citizens.

Arbitrary and frivolous grading systems are of little use in ABE. Evaluation of the individual's progress should not be with the measuring devices now used in elementary schools. Grades show, not excellence of education programs, but excellence of students' participation in and adherence to the program. Achievement and excellence must not be in terms of the experiences, needs and values of the establishment.

Success may be measured by determining answers to questions such as:

1. Were the student's needs and interests met?
2. Was he stimulated to explore other fields and to develop new interests?
3. Has he increased his usable fund of reliable information?
4. Have his perception and experience altered the way he thinks and the way he creates and acts?
5. Has his knowledge increased so that he has a greater earning power and is he better equipped to survive in his economy?
6. Has he lost his traditional view of his limita tions and gained the hope of becoming? Can he think beyond the dreary, dull destinations that have been his?
7. Has he acquired better communication and computation skills, and is he able to apply them?

The organization of an advisory committee is an accepted first step to be taken by the administrator of a proposed ABE program. By involving a competent representation of varied interests in the community on a volunteer basis, the administrator should have strong leadership that is interested in eliminating the second-class citizen from the roles of society. Included on the advisory committee should be ABE students, underemployed adults and youth.

It should follow that the <u>volunteer</u> member of the advisory committee is one who really cares about his fellow man. This is the prime requisite for a successful advisory committee.

The volunteer advisory committee, with members representing the establishment, will be influential in the development of the financial policy by the Board of Educatioh.

The administrator will be charged with finding teachers and leaders.

This is another area where the advisory committee should prove invaluable.

The recruiting of potential ABE students is a real challenge as the problems of apathy, physical handicaps and illness create feelings of helplessness and hopelessness. Employed in recruiting should be volunteers, news media, public schools, ABE teachers, youth from the target areas and participating ABE students. All local agencies should be contacted to secure names of prospective students. Existing government programs affiliated with the Department of Labor, the Office of Economic Opportunity, the Department of Health, Education and Welfare, the Department of Justice and the Department of Defense should be contacted.

The incentive for participation might be a reward for learning--rather than pay for attending classes. This would necessitate creating jobs that might be had only if the individual attended classes and made an honest effort to learn.

Transportation and child care are essential in a successful ABE program.

Industry should be involved in ABE programs. Basic skills will readily be learned if there is a real challenge, if advancement is an attainable goal. Forever condemning the undereducated to the role of the semi-, sub-, para-professional kills any incentive to try.

Creating an industry pa tterned after the Junior Achievement plan that has been so highly successful for high school students would create jobs with built-in incentive to learn the basic skills. No one would not learn to read, write and figure is his own business created the incentive. Such a program would involve community in a very exciting way for individuals who are unaware of the needs of the undereducated would thus be shown the opportunities open for volunteer service.

Guidance and counseling must be one of the most significant areas of concern and cannot be completely separated from classes. There should

be a counseling center, but all ABE teachers must be prepared for "on-the-spot" counseling.

There will be a need for classes in a school building. However, these will prove secondary to tutoring individuals and groups in hommes, to classes in business buildings where students are employed, to classes in libraries, museums, community centers, and any other available places.

Curriculums must include a wide choice of studies, with mandatory courses in physical education so that physical, mental, emotional health may be attained through recreation. The stimulating joy of swimming, golfing, tennis skating, etc. — of doing —versus the dullness and apathy of the victimizing, passive, acceptance of TV as leisure time activity is a truth all must learn in order that we may have an intelligent society.

Appreciation of and creative courses in the arts must be offered. Time for creativity will afford many opportunities for learning basic skills.

Communication skills should include speech, debate, art of listening, art of conversation, articulation.

Some students might wish concentrated study — six hours a day — on one subject for a short period of time. This is proving an efficient approach to learning.

Curriculum building has been done by the experts. There is no for elaboration by us.

In summarizing our ideas we advocate that the undereducated adult be given the same opportunities for fully rewarding experiences that society in general has and that he not be forever held down as a second-class citizen.

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Appendix E

Community Resources

Case #1.

COMMUNITY RESOURCES

1. Description

County and City Court--Juvenile and family relations

Legislators in the area

USDA agency representatives

Local Welfare Department

Department head

Case workers

Supervisors of home aides

Local Public Health Department

Department heads

Specialists

Mental

Child care

other

Visiting nurses

Supervisors of health aides

Employment agency

Housing authority

CAP program

officials and teachers

Headstart

Home aides

Youth program

Elderly program

Emergency food and medical service

Food Stamp Plan Personnel

School lunch supervisor

School personnel

Local college

Social institutions

    Library

County extension advisory committee

    Family living committee

Extension Homemaker Council

4-H Leader and Junior Leader council

Ministerial association

Labor unions

Chamber of Commerce

Men's service organizations--Rotary, Kiwanis, Lions, etc.

Women's service organizations--Soroptomist, Zonta, etc.

Business and Professional Women

National Association for the Advancement of Colored People

Fraternal orders

Congress on Racial Equality

Parents and teachers association

Farm and garden clubs

Association of University Women

Federated Womens Clubs

League of Women Voters

Young Womens Christian Association

Young Men's Christian Association

National Red Cross

Good will Industry

Salvation Army

News Media

Newspapers

Radio Stations

TV

Model Cities

Cancer Society

Heart Society

Crippled Children's Society

2. Utilization

Programs give under-educated adult opportunities to meet together and to expand horizons.

Are prepared to act where need is apparent for specific services.

Recreational programs, workshops, hobby shows, day centers, community centers.

Must have positive and empathetic attitudes toward the under-educated and disadvantaged.

Can help in problems of housing, income, employment, health, family living, etc.

3. Organization

How do we bring to bear all the interest, knowledge, skills, and services which are neede to help the adult student so that he may be a happy, healthy, and productive individual?

Community education

Advisory committee

Volunteers

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Case #2.

Membership of the Advisory Council for Adult Basic Education

The membership of the advisory council for adult basic education shall exclude members of the State Board and shall include:

(a) At least one person familiar with the vocational needs and problems of management and labor in the State and at least one person representing State industrial and economic development agencies;

(b) At least one person representative of community and junior colleges and other institutions of higher education, area vocational schools, technical institutes, and postsecondary or adult education agencies or institutions, which may provide programs of vocational or technical education and training;

(c) At least one person familiar with the administration of State and local vocational education programs, and at least one person having special knowledge, experience, or qualifications with respect to vocational education and who is not involved in the administration of State or local vocational education programs;

(d) At least one person familiar with programs of technical and vocational education, including programs in comprehensive secondary schools;

(e) At least one person representative of local educational agencies, and at least one person representative of school boards;

(f) At least one person representative of manpower and vocational education agencies in the State and the Comprehensive Area Manpower Planning System of the State;

(g) At least one person representing school systems with large concentrations of academically, socially, economically and culturally disadvantaged students;

(h) At least one person with special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons; and

(i) Persons representative of the general public, of whom at least one shall be representative of and knowledgeable about the poor and disadvantaged, who are not qualified for membership under any of the preceding categories.

Case #3.

COMMUNITY RESOURCES

County and City Court

Legislators in the area

U.S. Dept. of Agriculture agency representatives

Local Welfare Department

- Department head
- Case workers
- Supervisors of home aides

Local Public Health Department

- Department heads
- Specialists
  - Mental
  - Child care
  - Others
- Visiting nurses
- Supervisors of health aides

Employment agency

Housing authority (Urban Renewal)

CAP program

- Officials and teachers
- Headstart
- Home aides
- Youth program
- Elderly program
- Emergency food and medical service

Food stamp plan personnel

School lunch supervisor

School personnel

Local community college

University of Wyoming

Social institutions

    Library

County extension advisory committee

    Family living committee

Extension homemaker council

4-H Leader and Junior Leader Council

Ministerial association

Labor unions

Chamber of Commerce

Men's service organizations--Rotary, Kiwanis, Lions, etc.

Women's service organizations--Soroptomist, Zonta, etc.

Business and professional women

National Assoc. for the Advancement of Colored People

Fraternal orders

Congress on Racial Equality

PTA's

Farm and garden clubs

Association of University Women

Federated women's clubs

League of Women Voters

YWCA

YMCA

Red Cross

Goodwill Industry

Salvation Army

News media

Newspapers

Radio stations

TV

Model cities

Cancer society

Heart society

Crippled children's society

Vocational rehabilitation

State Dept. of Education

Medical and dental societies

Mental health center

Private business and industry

Volunteers

Pioneer Club

Cheyenne Artists Guild

Board of Realtors

College Alumna clubs

Help One Another

Hospital auxiliaries

Nurse's association

Wyoming probation and parole

Y. Teens

Girl Scouts

Boy Scouts

Mavericks

Practical nurses association

Social security administration

Internal Revenue

Case #4.

Volunteers as a Community Resource

Description

Non-paid people who give their time to furthering the purposes of an agency or organization.

Characteristics:

Age 14-78, 50% from ages 30-47

Interested in social service

Motivated by sense of civic duty, previous agency experience, liking for a particular activity, asked by another member or professional worker

Attitudes higher in respect to self-insight and democratic participation, lower in such concerns as sensitivity in interpersonal relations, shared leadership, freedom from authoritarianism, favorable inclination toward cooperation, self-study, self-evaluation. (In lower areas, implication for training of volunteers is quite obvious)

Satisfaction derived by volunteers include

Feeling of being of service

Fellowship

Sense of upholding one's civic duty

Being a part of a developing institution

Having his belief in the agency's purpose reinforced

Getting pride in one's own accomplishments

Purpose of Volunteers

Volunteers are a way to bring to bear all the interest, knowledge,

skills and services in the community which are needed to help the adult student be a happy, healthy and productive individual.

Volunteers are a way to make the community aware of Adult Basic Education program and its importance.

How to Recruit Volunteers

Needs can be publicized through news media, men and women's civic orders, P.T.A.s, etc.

Volunteers need to be screened, trained and supervised to be effective.

Identifying Needs of ABE Pupil

(Instructional and resource material as well as helping personal needs)

Transportation

Food stamps

Groceries

Doctor's appointments

Well child clinic

Class

Library

Health

Nutrition (family, meals for shut-ins and elderly)

Dental health

Family planning information

Alcohol and drug information and help

Baby and child care

Mental health

Housing

Clothing

Adults

Children

Consumer Education

Nursery of Child Care

Interpreting School Policies

Health (cont.)

First aid

Marital and sex information

Glasses

Medical

Cultural

Arts

Crafts

Music

Mechanical

Car buying

Car maintenance

Household maintenance

Education

Schooling--G.E.D., vocational

One-to-one tutoring

Remedial for children and adults

Counseling

Marital

Youth

Personal

Vocational

Financial (budgeting)

Voting information and citizenship information

Home maintenance

Garden

Yard

Home maintenance

Financial need

Immediate

Long-range

ADVISORY COMMITTEE

Description

Chairman is most important person

Responsibility of Advisory Committee Membership

1. Responsibility to the program

   a. Understanding and general acceptance of committee's purpose and its relationships to parent agency. Member can see committee's role in one light and those who set it up see it in quite another

      Type of needs: (1) Endorsement, (2) Outright support, service, (3) Genuine advice, (4) Resolving of conflict

      Advisory Committee is NOT a legislature, board of directors a jury, a lobby or trade association

   b. Member becomes a public representative. People he may never know may be affected by his advice or by his action.

   c. Must have influence with his associates, ability to work with others, ready to listen

   d. Each member must "speak his own conscience". Constructive criticism must be offered.

   e. Agency of change

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Case #5.

INVOLVING COMMUNITY GROUPS

Report of Task Force #5, the Institute for Adult Basic Skills Education, University of Washington, Seattle, Wash.

The illiterate or the undereducated are not effectively associated with the society at large. Areas of association usually are limited to agencies dealing with health and welfare, public and private, and often agencies of law enforcement. Characteristically, individuals of this subculture do not come forward to seek remedial help which would move them out of the poverty in which they are trapped. Since they are not able to read--in some instances their language of communication may not even be English--they do not have access to information about public services and programs of assistance.

For these reasons, basic skills education programs must make a special effort to locate, identify, and encourage the individuals intended to be served by Title IIB of the Economic Opportunity Act of 1964. Local community groups can contribute in many effective ways in the development and administration of such programs.

I. Some of the general action areas in which these groups can assist are the following:

provide checks and balances between local, state, and federal control

help educate the whole community on the need for basic skills education

provide a vehicle for grass roots participation

collect data on needs and characteristics of the community

sponsor programs which:

help the individual establish a personal identity within an alien urban society

promote a sense of community

provide opportunity for decision-making at appropriate levels

give access to activities which recognize the dignity of the individual

secure local support for educational programs

help recruit students

act as resource agencies in providing speakers, materials, and publicity for the program

act as resource agencies in providing consultants to advise in legal, financial, and medical matters

act as resource agencies to provide special funds for immediate needs, such as personal loans

help students who have completed their basic skills training to assume active roles in the community

help evaluate an on-going community program.

II. Some characteristics of the adult illiterate or undereducated, which community groups need to recognize for effective communication:

Not all local community groups have had experience with the adult illiterate or undereducated, or they have not designed programs oriented to the needs of these people. It seems appropriate, therefore, to suggest in this report certain characteristics of the adult illiterate or undereducated which community groups need to recognize for effective communication:

they are fully informed adults, not children, however much they may lack formal training - they have been "educated" to survive within the environment in which they exist

as adults, they have mature capacities to form judgments, to react to stimuli, to seek satisfactions

some may have lapsed, and regressed, through failure or lack of opportunity to utilize their acquired skills

being over-age may produce extreme shyness and sensitivity in the individual entering a basic skills training program

lack of communication skills has shut these individuals off from much of modern society, and has forced them to retreat into areas of limited cultural and economic participation - the society as a whole has moved on, ignoring the group, neglecting their needs

the technological revolution must leave the illiterate or undereducated individual even farther behind

the established educational structure is not always adequate, may even be inappropriate, for meeting the needs of these people; the institution, including the teaching personnel,

is drawn from the middle class to meet middle-class needs - the middle class defends itself against people in poverty.

they need to become functional in society, and not only wage earners

they cannot be reached through usual channels of mass communication.

III. Community groups, we must realize, reflect the society in which they operate. They are extensions of that society, if you like, and they are also shapers of that society, within the limited areas of their concerns. An agency such as C.O.R.E., for example, seeks to shape social attitudes in the field of civil rights and race relations. We make the point only to emphasize what must be obvious, namely, that teachers and educational institutions are not alone in operating within a scale of class values.

Bearing in mind the social nature of community groups, we have tried to suggest, as most likely to be helpful, those groups which operate closest to the adult illiterate, or which have access to funds or materials within the community or can provide resource persons for technical, informational, or advisory tasks.

The listing is far from complete. It will vary from community to community--it is meant only to be suggestive.

1. Organizations which have direct contact with the adult undereducated and illiterate:

Social service groups -- These groups may provide classrooms, clinics, recreation activities, summer work-camps, counseling, meeting rooms, club work--

neighborhood houses
teen-age canteens
YMCA
YWCA
American Friends Service Committee
Unitarian Service Committee

Religious or church-related groups -- Such groups may provide classrooms, counseling and guidance, recruitment of students for literacy classes --

family circles
teen-age clubs
interfaith councils
ministerial associations

Ethnic groups -- Most ethnic groups have local or national organizations which provide services, such as legal aid, scholarships, political and social leadership.

Organizations assisting minority groups -- These provide legal aid, social services, public relations

American Civil Liberties Union
Urban League
Commissions on Human Relations (state or municipal)
C.O.R.E.
labor unions

Farm related groups -- These may provide social organization, scholarships, political leadership, meeting rooms, and training programs

The Grange
Farmers Union
Agricultural Extension Service, including homemaking

Public agencies -- These provide counseling, placement, medical services, training, and research on problems related to housing and employment

welfare department
state employment office
health department
vocational rehabilitation bureau

2. Organizations which contribute financial support, materials, and equipment:

Service Clubs
Kiwanis
Lions
Rotary
Soroptimist
Altrusa
Business and Professional Women's Club
Junior League

Professional Clubs
medical associations (state or municipal)
bar associations
educational associations
Association of American University Women

Business and Industry
communications industries
insurance companies
travel agencies
chambers of commerce

Private Organizations

Foundations, national or local (for names of foundations operating in fields related to literacy training, human relations, community development, see The Foundation Directory, Russell Sage Foundation, 230 Park Ave., New York, N.Y. 10017.

3. Organizations which provide technical, educational, informational, and advisory services:

Governmental agencies

Immigration and Naturalization Service
Department of Health, Education, and Welfare
Department of Labor
Department of the Interior
Office of Economic Opportunity

Others

public libraries
opportunity schools
colleges and universities
community councils
P-TA's
League of Women Voters
non-profit community action committees
political parties
police and fire departments
Alcoholics Anonymous

Case #6.

COMMUNITY RESOURCES AND SERVICES AVAILABLE

1. Agricultural Extension Service - Educational programs for adults and youth in agriculture, home economics and related subjects resulting from research and new developments in management, production, marketing, economics, and development and conservation of human and natural resources. Also a source of information to help people improve their social and economic desires in those areas and assist them with organizing themselves into groups where necessary, to achieve those goals through their own voluntary action.
2. American Business Womens Association - Organization pays tuition to the University of Wyoming for one female student.
3. American Legion - Boy Scouts, baseball, community Christmas, V.A. Hospital service, Boy's and Girl's State, child welfare.
4. American Red Cross - Services to military families and their dependents, is the first responsibility of chapters. This includes counseling, reporting, financial assistance and communications. The Red Cross is a median between service men and their families. A means of communication and financial assistance. Red Cross personnel are available 24 hours a day in case of an emergency.
5. Boy Scouts of America - Program for boys, aged 8 to 18. Cub Scouting- a family-centered outdoor program for boys, 8-9-10 years old. Exploring- a high school age program of vocational, social, outdoor, personal fitness, service and citizenship activities.
6. Auxiliary to Veterans of Foreign Wars - Presentation of American Flags, and other teaching aids on Americanism and patriotism. Projects to help needy and visit shut-ins and senior citizens. Provide help in many community projects, fund drives, etc.

7. Bureau of Apprenticeship and Training - Through its field staff, with offices in every state, the Bureau works with local employers and employees in developing apprenticeship and industrial training programs to meet specific needs. The Manpower Development and Training Act of 1962 calls for the development of on-the-job training programs for unemployed, employed but under-skilled, and partly-employed workers. Such training projects are developed by the Bureau among individual employers, industrial and trade organizations, local and regional labor organizations, human relations groups, and local and state government agencies.
8. Cheyenne Council United Church Women - To assist locally in community programs of service whenever needed. 1. Contribute funds for Community Christmas 2. Call on sick in hospital who list no preference 3. Collect books and magazines for prisoners 4. Collect used clothing 6. Entertain foreign students.
9. Lions Club - Provide as many children as possible with glasses who could not otherwise afford to pruchase them. Other possible assistance available.
10. Police Department - To assist all citizens of the City who are in need of police assistance, such as escorts, accidents, burglaries sickness, vandalism, missing and lost persons.
11. Sertoma Club - To help the needy, particularly in the community, those in need of financial aid; also sponsor charity funds.
12. Community Action Committee - Referral sources, direct people to proper community agencies, transportation need, emergency clothing, counseling, legal and other services.
13. Vocational Rehabilitation - 1. Medical, psychiatric and psychological diagnostic examinations 2. Vocational diagnosis, counseling, guidance,

and testing 3. Hospitalization, medical, surgical, psychiatric and home nursing services 4. Prosthetic appliances, such as limbs, hearing aids, braces, eyes, teeth, etc. 5. Physical, occupational, speech, and hearing therapy 6. Prevocational and vocational on-the-job training 7. Personal adjustment training 8. Occupational training in schools, on-the-job, by the tutor, extension, and correspondence courses 9. Maintenance and transportation during diagnosis, treatment, training, or placement 10. Books, training, supplies, tools, etc. 11. Assistance in finding a job and a follow-up after placement, to assure satisfactory adjustment of rehabilitated clients.

14. Foundations for the Exceptional Child - Provision of training for trainable retarded children.

15. Girl Scouts of America - Provides an informal education program designed to help girls put into practice the fundamental principles of the Girl Scout movement as set forth in their Promise and Laws.

15A. Help One Another Club - New and used clothing, baby layettes, bedding, miscellaneous.

16. Job Corps - Counseling, testing, basic education, skill training and useful work experience. Both rural and urban centers available. Recreation and physical activities.

17. Laramie City-County Health Unit - Home Nursing Care for the homebound patient. Crippled children's services, child development center services Immunization clinics.

18. Welfare Department (Division of Public Assistance and Social Services) Old age assistance, aid to dependent children, aid to the permanently disabled, aid to the blind, medical assistance to the aged, work experience and training, temporary general welfare, transients, home for the aged, child wlefare, food stamp program, general welfare health, client contacts.

19. Mental Health Association - Improved care and treatment for mental hospital patients, aftercare and rehabilitation services, treatment, education and special services for mentally ill children.
20. Mavericks, Inc. - Services rendered depend on the finances available, the number of trained leaders and the wishes of the members since they are permitted to vote on their program. Activities include football, baseball, body building, swimming, camping, hiking, and military drills.
21. The Salvation Army - Overnight care for transients, single as well as families. Counseling services, food, clothing, etc. Church services, a youth program, missing persons outreach, home for unwed mothers, youth and adult and educational and recreational program.
22. Social Security Administration - Retirement, survivorship, family disability benefits and medical hospital and medical benefits. Assistance in applying general information pamphlets, etc.
23. Veterans Administration Center - Medical care and treatement, compensation and pension, social work referral service, vocational rehabilitation, education and training and guarantee loans.
24. Veterans of Foreign Wars - Relief, donations, etc. to all worthy causes. Flags, lite a bike, etc.
25. Wyoming Children's Home Society - Counseling and financial assistance to unwed mothers, helping them arrive at a sound plan for themselves and their child. Also adoptive placement for those children relinquished to the Society. Lastly counseling those couples desiring to adopt a child so that a sound adoptive placement can be made.
26. Wyoming Easter Seal Society for Crippled Children and Adults - Within the financial ability of the society, the purpose is to assist the handicapped children between the ages of 6 and 18. Loan of equipment

such as wheel chairs, walkers, hospital beds. Direct care for physical therapy, braces, artificial limbs, and drugs. Employment for handicapped persons.

27. Probation and Parole Department - Supervision of Probationers and parolees, counseling with people in trouble, and matters related to law enforcement.

28. State Employment Service - Job placement services. Special services for veterans, older workers, physically and mentally handicapped, military retirees, parolees, and minority groups. Vocational counseling, Testing: apptitude test, proficiency testing, non-verbal, standard achievement tests, Kuder and interest check list. Selection for MDTA training in various occupations on classroom basis or individual referral. Agricultural job placement. Industrial services and labor market information.

29. Youth Opportunity Center - Vocational counseling and guidance. Apptitude proficiency and educational achievement tests. Job development and job placement both local and national. Development of and referral to vocational training opportunities.

Case #7.

A.B.E. Needs and Community Resources Which Might be Utilized in Getting Them

Financial

- Government, State, Local, National
- Private
- Commercial
- Social Service Groups

Social Welfare

- Government, State, Local, National
- Churches
- Health Personnel and Groups
- Law Organizations, Groups, and Individuals

Health

- Health Personnel and Groups
- Government, State, Local, National

Employment Orientation and Aid

- Government, State, Local, National
- Local, Regional, National Employers
- Labor Unions

Educational

- Government, State, Local, National
- Educational Institutions
- Educational Organizations
- Local Resource Personnel
- Churches
- Museums
- Fine Arts Groups
- Industrial Groups

Labor Unions

Health Personnel and Groups

Social Service Groups

Interest Groups

Mass Media

Libraries

Law Organizations, Groups, Individuals

Recreational Facilities, Groups, Individuals

Case #8.

Agriculture Extension as a Resource for ABE

"Adult education should make a continuing attack on ignorance, disease, superstition, and enslavement of mind and spirit. The purpose is to liberate people; to provide creative opportunities for utilizing their talents and energies; to help them learn to play their roles as dignified human beings and as citizens in a society in which they can have some control of the social forces operating on them; and to show them how to do all this with the intelligence and decorum that befit human dignity."[1]

Bergevin lists eight specifics that should be taken into consideration in programming adult education: (1) Most adult education programs should be voluntary; (2) The needs of the learner must be discovered, considered and met; (3) The resources used for every program should be appropriate; (4) Problem-centered or situation-centered learning is meaningful to adults; (5) The programming of adult educational activities should be a cooperative endeavor; (6) Most persons concerned with an educational program have certain expectations about it; (7) We are concerned with teaching people; and (8) Programs of adult education must be in keeping with the environment in which they exist.

Foremost among the many agencies able to help the Adult Basic Education teacher realize goals is Agriculture Extension. The Agriculture Extension Programs for adults (1) give students first-hand experiences with skill, (2) give students poise and self-respect as they become active in the groups, (3) awaken a sense of belonging and a desire for participation in community affairs, (4) create social contacts for students.

ABE students should be actively involved in the programming of class work and should learn through doing. Extension programs help one to help himself. Necessity is often the motivator for learning about nutrition, cooking, sewing, gardening, etc. Basic skills in language arts and in mathematics can be learned while exploring the many homemaking tasks. These creative outlets are self-fulfilling. Adults have many more talents and capabilities than they are aware of. Extension projects will offer the inspiration and concern for tasks, will help develop self-discipline and open doors for the undereducated.

The evaluation of one's work is an important part of learning. Through Extension, adults learn to have opinions about projects and to explain why they think as they do. Opinions are listened to with trust and respect.

Three educational experiences that will develop from group experiences are learning how to do by doing it, learning that others will help, and learning to help others.

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1. Bergevin, Paul, A Philosophy for Adult Education, The Seabury Press, New York, 1967

Cooperative extension teaches through selected learning situations in (1) basic nutrition and food preparation skills, (2) management on a limited income, (3) basic housekeeping, health and sanitation practices, (4) guidance principles for young people, and (5) clothing for the family.

Education literature has been designed especially for the under-educated person. The areas of subject matter include family financial management, nutrition, housing, child development, and clothing.

The ABE teacher can get information and literature about all of the above through the County Home Economist. The Expanded Food and Nutrition Education Program which is in every state now trains low-income people to teach and these can be utilized as a valuable resource.

The philosophy of the Expanded Food and Nutrition Education Program:

(a) "We do 'with' homemakers rather than do 'for' homemakers."

(b)"We begin with each homemaker on her particular economic and educational level as well as on her level of home-making skills."

(c) "We teach by telling, showing, and doing with them until they become competent and incoporate the skill in their homemaking performance."

(d) "Weare not conducting a give-away program - it's an educational program."

(e) "We teach homemakers to improve diets, health, personal appearance, family relations, school attendance, homemaking skills in food preparation, buying, and using what they have to the best advantage."

(f) We accept minor accomplishments as evidence of progress."

Reference:

5-Year Report. Pilot Project Involving Young Homemakers in Low Income Rural Areas of Alabama. Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with Federal Extension Service, U.S.D.A.

Appendix F

In-Service Training

Case #1. INSERVICE TRAINING

We would think the thing to do first for an in-service training program would be to send a questionnaire or communicate with the teachers who were going to have this training to find out what areas they wanted inservice training. It may be they feel weak in the instructional area and want the major emphasis put on that. Also the amount of time for the training would vary the program--if it were to be for a two day period it would be much more comprehensive than if it were for a one afternoon period.

Micro-teaching techniques , cultural awareness factors, and innovative teaching approaches are generally the main factors covered in an in-service program, and how great the depth and the emphasis will depend on the time and need of the teachers.

The planning session for the in-service program should set goals, behaviorial objectives, appropriate instructional methodology and evaluation techniques to assure that the training would help answer the needs of ABE teachers.

One program we read about in Albuquerque, New Mexico had ABE representatives from the target populations to help organize the institutes. . . These administrators, all Mexican Americans with previous summer ABE institute. experience, based their plans on personal needs and experience and incorporated new objectives they felt other institutes had failed to consider. The strongest recommendation rendered by the group was to avoid too much theoretical input from speakers who had little or no experience or background in ABE.

The in-service institute in New Mexico enlisted the expertise of well known Mexican American leaders and scholars. They provided insight into the various social, economic, political and educational problems facing the undereducated Mexican American adult today. In addition these speakers served another important function for the Mexican American participants. They provided strong, positive identification models reinforcing a positive image of the Mrxican American in general, and created a more positive self image and pride in their cultural heritage. This same thing could be done with Negro Americans for ABE classes with negro students.

Instruction on construction and design of visual aides such as chalkboard, flashcards, pictures, overlays, film strips, opaque projectors, motion pictures and pictures, bulletin boards and television could be given in the in-service training.

Instruction in the use and operation of Video Tape Recorder, tape recorder, 16 mm. film projector, film strip projector, language master and overhead projector could be given.

Instruction in classroom strategies--large group, small group, and independent study could be given.

Provide the teachers and teachers-aides a vehicle by which they will be able to self-evaluate performance in a classroom. One of the ways found very valuable in self-evaluation was the video tape. A tape could be taken of the teacher teaching and then it could be run and evaluated by the teacher and a supervisor or person giving the in-service training.

Another important thing that could be done in an in-service program would be to instruct the teachers and aides in development of writing of educational objectives. In order to instruct effectively a teacher must be able to answer three basic questions:

1. What is it I must teach?
2. How will I know when I have taught it.
3. What materials or procedures can be used most effectively to accomplish the task?

All of the above calls for someone very competent and knowledgeable in Adult Basic Education to administer and teach these things, and the problem seems to be that most ABE administrators have very little practical knowledge in actual classroom ABE experience, so it might be well to ponder where the expertise is coming from. A trained team from the University of the State Department might be developed using ABE teachers and sending them around the state to conduct the ABE in-service training. New materials are being published constantly and many very effective programs are being done and it could be the job of one or more persons in the State Department of Education of the University to become very informed about these programs and material and go out into the state to inform and instruct the ABE teachers.

Another thing not mentioned in the content of the in-service program was instruction in researching the community to provid learning experiences for the learner. With limited funds and personna this can be one of the most important ways to provide learning experiences with minimal cost.

References:

In-Service Training Model for TESOL/ABeTeachers and Teachers Aides, Developed by Proteus Adult Educ. Research and Demononstration Team, Visalia, Calif.

Teacher Training for ABE Teachers--Southwest Cooperative Educ. Lab, Inc., 117 Richmond Dr. N.E. Albuquerque, N. M.

The Learning Laboratory in Adult Basic Education, State of Ohio Dept. of Educ., Columbus, Ohio 1969

Mayer, Robert F. "Preparing Instructinnal Objectives" Developing and Writing Behavioral Objectives S.W. Coop. Educ. Lab. Inc. 117 Richmond Dr.,NE , Albuquerque

Case #2.

I would focus in-service educational activities in these areas.

1. Helping the teacher learn to "listen" to criticism. (This implies a fairly positive self concept on the part of the teacher.) It could probably best be accomplished through group activity and discussion and regarding threat and resistance. Role playing situations should be appropriate.
2. Helping the teacher recognize these fundamental ingredients necessary for change of behavior. (In themselves and students)
   a. Recognition of some deficiency or some purpose for change.
   b. A conscious desire to change.
   c. Active participation to bring about change.
3. An overview of adult learning.
4. Helping the teacher utilize appropriate methods, techniques and devices.
5. Human relations training.
6. Writing behavioral objectives.
7. Development of instructional materials.

Case #3. NOTES ON INSERVICE EDUCATION

Inservice Improvement of Instruction, Anthony Saville, Improving College University Teaching, V14 pp 87-90, Spring, 1966.

Appeals for quality instruction (Improvement of) through inservice education.

1948, The Report of the President's Commission on Higher Education: re, instruction.

> faculty personnel will need to be constantly alert to rapidly changing methods and techniques of research.

1949, Report: Higher Education for American Society:

> the necessity for inservice training of college and university staffs is generally recognized in institutions of higher learning.

Lehigh University Study of 575 instructors:
47% response rate provided list of inservice techniques for improving instruction:

1. adequate clerical assistance.
2. materials and facilities for instruction need improvement.
3. good teaching should be made clear to faculty as an important factor in making promotions.
4. should be given lighter teaching loads.
5. visit other colleges.
6. attend professional society activities.
7. accept exchange of professorships.
8. time for inservice activities related to field.

Training in Service, report by John Guy Fowlkes.

1. senior staff provide guidance for junior staff.
2. committee work.
3. leaves of absence.
4. allowances for research.
5. staff projects.

1954 Report of the 1954 Group Twenty-Five on Inservice Techniques, National Conference on Higher Education:

1. individual and group faculty conferences.
2. orientation of new faculty members.
3. evaluation of faculty by students, faculty and alumni.
4. faculty involvement in curricular planning.
5. utilizing faculty handbooks.
6. teaching by administrative officers.
7. utilizing available psychometric data.
8. studies by faculty.
9. rewarding effective teaching.

Inservice improvements must originate at least, partially from within the faculty group and not be completely superimposed by the administrators.

Policies and Functions Committee, University of Wisconsin.

Formulated a statement of educational policy concerning the educational needs of the state, and the Universities functions and obligations in meeting these needs.

study current methods of instruction employed at Allegheny College - recommendations led to good inservice training programs.

controversial techniques used in inservice training:

1. classroom supervision.
2. student ratings of teachers.

References

1. 56th NSSEE Yearbook, "In-service Education", University of Chicago Press, 1957.

2. Miles, Matthew B., Learning to Work in Groups, Teachers College, Bureau of Publications, Columbia University, New York, 1959.

3. Moffitt, John Clifton, In-service Education for Teachers, New York, Center for Applied Research in Education, 1963.

4. Saville, Anthony, In-service Improvement of Instruction, Improving College University Teaching, Vol 14, pp.87-90, Spring, 1966.

5. Swearingen, Mildred #., "Identifying Needs for In-service Growth", Educational Leadership, Vol 27, No 6, March 1960, pp.332-335.

Case #4. A PROPOSED IN-SERVICE TRAINING PROGRAM FOR TEACHERS

It is my firm conviction that most in-service teacher training programs could be greatly improved by eliminating keynote speakers and reducing the length of the workshop or institute to one day.

How could this be accomplished?

Before answering this, let's look at a typical workshop program. It's usually set up like this:

First Day:

8:00 - 10:00	Registration
10:00 - 10:30	Refreshment Break
10:30 - 11:30	Welcome Address
11:30 - 1:00	Banquet Luncheon
1:00 - 2:00	Keynote Address
2:00 - 2:30	Refreshment Break
2:30 - 4:00	Break up into individual groups to discuss keynote address

This schedule is repeated for usually three days with the morning of the fourth day being set aside to read a summary of the previous three days' work and then everybody goes home that afternoon. All participants leave feeling glad to go home and not glad to have been in attendance.

My design for a workshop would be totally different. First, it would last only one day. It would start at 9:00 and finish at 5:00. It would consist of having three 16mm movies shown. The first movie would be approximately 30 minutes and would show the problem or condition as exists today. The second movie would be approximately two hours in length and would outline the changes to be made and the program which is being introduced to make these changes. The time is now 11:30 and forty five minutes is now given to rest and to eat the prepared sandwiches which are in the lobby. At 12:15 the third film starts and lasts another forty five minutes and shows the future when this proposed program has been put into effect. All three of these films are not merely documentary films, rather, they have a plot; they tell a story; they are interesting; and they are made to stimulate the viewer's interest.

It is now 1:00, the film ends, the lights go on and four men are seen to be assembling themselves on the stage. Each man has prepared a 15-minute presentation. Two presentations are given in support of the proposed change and two presentations outline the difficulties involved. An honest and fair appraisal of the program should be given at this time. From 2:00 until 3:00 the large group is assembled in small groups of 6 to 8 people and there is a discussion of the program. At 3:00 the group reconvenes and a moderator from each small group reports to the entire assembly as to the feelings of the small group concerning the proposed program. A general question and answer period is now opened up to last until 4:00. At 4:00 the chairman assesses the entire group's feelings and, if favorable to the proposed change, now outlines the steps that each participant must do in order to accomplish the desired results.

At 5:00 the program adjourns.

Sometime later, a follow-up questionnaire is mailed out to determine each participant's actual progress in meeting the goals which were outlined.

A program such as this does many things:

1. It lasts but one day.
2. It utilizes audio-visual methods.
3. It holds and retains interest in the same way that any good moving picture holds interest.
4. It maximizes the participant's time.
5. It clearly states the goals and objectives for having an institute.
6. It gets group approval.
7. It demands action.
8. Money is saved as each participant will be there one day only and the films can be shown over and over again.

A participant would appreciate and benefit from a program such as this. And instead of leaving the institute with a feeling of being glad to go home, it would be one of being glad for having attended.

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